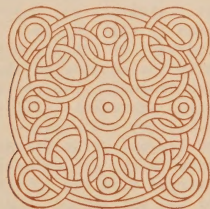


## About CFC

\*Campus-Free College is a new design in higher education. A nationwide, non-residential college, CFC allows learners to tailor their education to their own life and learning patterns, interests, and goals. Its academic process teaches skills needed to become a self-directed learner rather than a student whose goals and direction are set by others.



## The Feminist Network

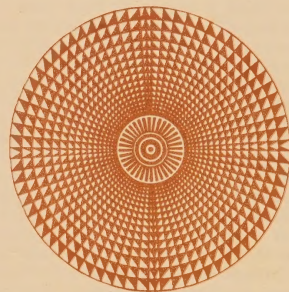
This process of academic and personal support, these skills of self-assessment, goal-setting, collaboration, evaluation, and re-evaluation are valuable tools for women involved in their own liberation. By taking charge of our learning and our education, we take charge of our lives.

The Feminist Network supplements the services offered by Campus-Free College generally. What you, as a woman, want to study is up to you. We will help you find: Program Advisors, Monitors, resource referrals, feedback from an extensive community of scholars and learners; women with a feminist perspective as well as high academic standards.

All over the country women are trying to combine their professional and philosophical interests in a way that reflects their changing life patterns and rhythms. We at CFC encourage women to do this while pursuing academic proficiency. We believe that any academic field can benefit from exploration which evolves from our changing Woman's consciousness.

## CFC Campus-Free College

New England Regional Office  
14 Beacon Street, Boston, Massachusetts 02108



Campus-Free College

Feminist

Network

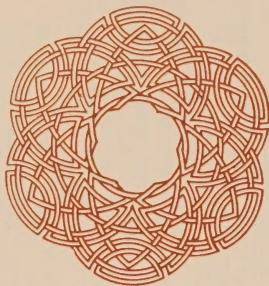
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## Some Case Histories

Jane contacted CFC after working as a crisis intervention counselor for six months. She had two concerns: her skills, without a degree to back them up, were limited in their application to volunteer work, and those skills lacked the theoretical background she needed to give her confidence and a comprehensive overview of the field. With the help of a Program Advisor, Jane found a tutor who introduced her to broad concepts in counseling and suggested a reading list covering basic Psychology. She worked with various resource people examining the broader ramifications politically and sociologically of women in crisis, and the traditional methods of 'helping' women in transition. Through her examination of traditional and alternate solutions, Jane was able to evolve her own concept of the helping situation; where old methods were effective and where attitudes had to be changed. Jane also learned, through reality testing and careful analysis, where she could be strong and helpful and where continued growth was indicated.

Chris graduated from high school angry. Her father would subsidize college so she could "meet a good husband", but Chris wanted something very different. She had had a taste of feminism in high school... a few books, a sympathetic English teacher, a friend who shared her interest in history. Chris enrolled in CFC and developed a Women's Studies curriculum. She worked closely with many women and explored various aspects of Women's heritage for three years. In the process she discovered, somewhat to her surprise, that mathematics came quickly and happily to her and began to explore ways in which she could use that skill for the women's community. Her time in CFC was used to accumulate straight academic skills in Women's Studies and accounting, and after her graduation she used those skills to help women become more a force in the economic world. Chris wanted to explore feminism and she wanted a useful Bachelor's degree. CFC facilitated both.

Charlotte, at 45, is a single mother of three children living in a rural community in Vermont. Exterior to the 'couples' society, her only connection with other women was through either the church or the schools, and neither seemed to be giving her the sustenance she required. Charlotte was puzzled, and called CFC to explore, on the Master's level, the isolation of single women in her culture. United with a nearby Program Advisor, she surveyed the visible women in history, from Cleopatra to Eleanor Roosevelt. She studied women in power, matriarchies, feminist societies, religious communities. She took courses in anthropology and sociology. She met regularly with a teacher of psychology to discuss sociological borders imposed on women, as well as the various elements resulting from women's conditioning: their fears, their fragmented energies, and above all their isolation. Charlotte outlined a theoretical solution to the estrangement of women in her community, and set out to test it. Her MA thesis explored in depth the developing communication between women in her town, through a study group on children's literature and discussions regarding the effect of a day care center on traditional maternal roles. Charlotte's growth as a professional has given energy to her neighbors; she is now a woman in a growing community of women trying to change some of the 'givens' of a rural and patriarchal society.



Bess had spent two years at a good, but hard line art school. It had given her the background she needed to work on her personal style as an artist, but the critiques from her male teachers often seemed to overlook some element in her art. CFC helped her to find local women artists; from the established women with gallery shows, to the soft spoken soft sculptor working in a rural area nearby. After comparing and sharing their works, Bess found two teachers: one for technical assistance, the other to help her recognize the individual statements she could make as a black woman in this culture. Bess explored the concept of Woman's Art; the traditional forms now considered crafts such as quilting and trapunto, the philosophical and religious statements illustrated by women in history and various societies, the mythological or spiritual messages communicated in the art of women. Technically she diverged from the 'purer' conceptual forms of the art school, and began to devise her own forms to express her particular woman consciousness.

These examples are hypothetical, but they reflect the lives of real women who want an education, a credential, and a chance to explore effectively and in a self-directed way. Current CFC students use the methods and the resources described: courses at nearby colleges, on-the-job training and field work with supervisors, reading lists from resource people, independent study, collective work and study projects, etc. Campus-Free College has high academic standards and encourages students to fulfill them in innovative and personally responsible programs.

If you'd like to become part of the CFC Feminist Network or find out more about us, contact:

Cynthia Soule  
Campus-Free College  
14 Beacon Street #607  
Boston, MA 02108  
617-742-3060





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# CFC Campus-Free College

Central Office  
1239 G Street NW Washington, DC 20005

202-347-0721

Dear Prospective Student;

Good to hear from you. Enclosed is some initial information which will give you an idea of how Campus-Free College works and whether you would like to learn with us.

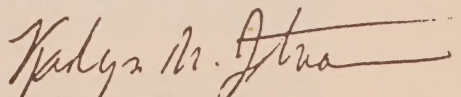
A student enrolls in CFC by making an agreement with a Program Advisor to work together. The PA helps you design an academic plan, locate the best possible learning resources and decide upon the most qualified people to evaluate your progress. You send the curriculum plan to the Academic Council for feedback and ultimately for approval. You also send the Council descriptions of each learning project and, when you are satisfied that a project has been completed, you send in project evaluations and a credit request. The Academic Council then makes decisions about credit for each project, and ultimately about the awarding of your degree.

You might like to know that Campus-Free College is listed as a Candidate for Accreditation in the Middle States Association directory, and is also in the list of Accredited and Candidate Institutions published annually by the Council on Postsecondary Accreditation by the American Council on Education. Candidate for Accreditation is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved initial recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, and appears to have the potential for attaining its goals within a reasonable time. Candidate for Accreditation status makes Campus-Free students eligible for federally guaranteed loans and other financial aid programs.

The names, addresses and phone numbers of several of the College's regional and institutional contacts have been included. If you want to pursue a program of study in or near their area, it would be best to get in touch with them directly. One possibility is to work with a Program Advisor they suggest for your first quarter to plan your program of study, and to do your first learning project(s). Campus-Free College encourages you to apply for credit both for what you learn in actual courses and projects and for what you learn in the process of self-assessment and planning a curriculum during the first quarter.

Thus, the first step is to think through your own learning needs and to talk with local CFC people or us about finding an appropriate Program Advisor with whom to work. Let us hear from you as you have questions or need help.

Yours sincerely,

  
Karlyn M. Istvan  
Registrar





# Campus-Free College

## What CFC Is

**A COLLEGE WITH NEW AIMS.** Campus-Free College is a new design in higher education. Its new structure allows learners to tailor their educations to their own life and learning patterns, interests, and goals. Its academic process teaches skills needed to become a self-directed learner rather than a student whose goals and directions are set by others.

**NEW FROM THE GROUND UP.** A non-profit institution chartered in the District of Columbia, with its own governing board, staff, academic standards and degree-granting powers, CFC is an independent college, not part of another institution or a new program sponsored by a group of conventional colleges or a state agency. It is licensed to grant Associate of Arts, Bachelor of Arts, and Master of Arts degrees.

**WHAT "CAMPUS-FREE" MEANS.** CFC learners are not bound by, or limited to, the facilities, requirements, schedules or fees of campus-based study. They may use campus learning when available and suitable, but are free to draw upon a wide range of other learning experiences -- tutorials and apprenticeships, on-the-job learning, professional training programs, and individually-designed learning projects.

"Campus-Free" also means that the college has no buildings or other facilities which all learners must use or attend. Instead, CFC learners work with college-appointed advisors wherever they are available -- currently in about 175 towns, cities, and rural locations in 36 states, 5 Canadian provinces, and several locations overseas.

**OUR GOAL FOR CFC** is to be responsive to the needs of learners. For example, people can enroll at the beginning of any month, change from full-time to part-time status at the beginning of any quarter, and pay only for the educational services they need.

And Campus-Free College is collaborative -- it works with students, provides consumer advocacy in helping them contract for the learning they need, and aids them in making decisions based on their own educational needs.

**AND A SERVICE FOR OTHER COLLEGES.** CFC also works with students from campus-based colleges and universities who want to spend one or more quarters off campus with CFC's guidance and supervision, or who would like access to some of CFC's educational resources as part of their degree programs.

## Whom It Is For

**MANY KINDS OF LEARNERS.** CFC has been designed for use by a variety of people, including:

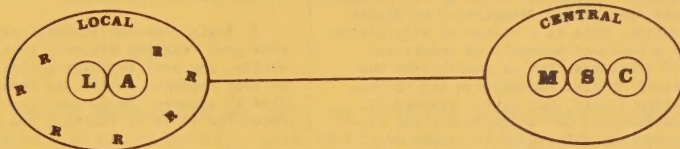
- o those who want a specific combination of flexibility, low cost, and variety of learning experiences that CFC can offer;
  - o those who need the use of non-campus learning resources and the flexibility of open-system learning (for example, people who must earn full-time salaries, care for children, or those with physical handicaps);
  - o those who feel out of place in campus-based institutions;
  - o those who want the spirit and high academic standards of an independent college without the high cost or types of selectivity usually associated with them;
  - o those whose pace and patterns of learning do not fit the structure and schedules of campus-based institutions.
- BUT CFC IS NOT FOR EVERYONE!** We believe that Campus-Free College would not be a good choice for learners who:

- o need the external controls of campus-based colleges to make their learning efforts succeed;
- o want an "easy alternative" to attending a traditional college;
- o feel they must have a degree from an accredited, long-established institution;
- o need the ready-made social and educational life of a campus.

1/76

## How CFC Works With You

Campus-Free College is a network of people and services, designed to help you plan and carry through an educational program that fits your own needs, and to help you become a self-directed learner. The CFC structure has two parts, local and central:



**LOCAL SERVICES:** Wherever you live and learn, these parts of CFC are there with you for continual guidance and support:

- ① **YOU**, a campus-free learner, the primary initiator of your own educational program;
- ② **PROGRAM ADVISOR**, your chosen guide, mentor, interpreter of CFC policies, responsible for helping you with academic planning, contracting for instruction, and gaining skills for self-directed learning;
- ③ **RESOURCES**, the people, programs, and facilities you need to get the learning you want -- teachers, tutors, evaluators, libraries, laboratories, training programs.

**CENTRAL SERVICES.** These parts of your CFC network are available from the college's central office in Washington, D.C.:

- ④ **ACADEMIC COUNCIL**, the experienced educators who approve curriculum plans, award credit, and recommend the awarding of CFC degrees;
- ⑤ **MONITORS**, consultants to you and your Program Advisor, periodically review your progress for the Academic Council;
- ⑥ **STAFF**, professional educators who provide information, keep college records, and coordinate the work of all network members.



## The Cost

**ENROLLMENT FEE.** All CFC learners pay a \$35 fee at the time of first enrollment.

**QUARTERLY FEES,** paid every three months for the services provided by Program Advisors, Monitors, staff members, and the Academic Council.

For Credit students: full-time, first quarter \$400, other quarters \$375; half-time, first quarter \$300, other quarters \$260.

For Non-credit students: full-time, first quarter \$300, other quarters \$200; half-time, first quarter \$200, other quarters \$125.

## Learning Resources

An important aspect of every college or university is learning resources -- the people, programs, facilities, and learning opportunities available to its students. Campus-Free College operates with a system of shared resources rather than the usual ownership system. We use facilities that already exist rather than creating new ones, and we share people with other organizations rather than contracting for the exclusive use of their time. CFC believes this system has important advantages in cost, efficiency, and freedom of choice. But like most new systems, it takes some getting used to!

**HUMAN RESOURCES.** Most of CFC's resources are people. Program Advisors have been chosen for their wide range of contacts with teachers, libraries, institutions, training programs, and other learning opportunities. Like all busy people, our PA's have many involvements and commitments on their time, but they are available on request to discuss your learning goals and how you may reach them. We recommend that prospective students discuss their resource needs with prospective advisors and learn what kinds of help they may expect from their PA.

**PHYSICAL RESOURCES.** Learners and their Program Advisors usually work together on locating learning resources. Many CFC students

**INSTRUCTION.** CFC learners pay instructional fees directly to the teacher, tutor, program or institution providing instruction. Program Advisors help learners make contracts with clear financial terms and fair costs.

**FINANCIAL AID.** Because CFC is not yet eligible for most federal aid, students should not expect fee reductions from the figures given above. Bank loans, state loan programs, and similar services may be explored; the college will assist prospective students whenever possible.

CFC is approved for higher education benefits by the Social Security Administration.

use the extensive resource listings in the College's central office. In their local area, however, most CFC learners take the initiative to locate and explore various kinds of learning available to them.

**WHICH RESOURCES TO USE?** Most campus-free learners need a good deal of experience to become skilled at evaluating learning resources and choosing among them. Program Advisors and the CFC staff provide help in developing these skills. Because no learning resource is automatically included or excluded from consideration, learners and Program Advisors together must consider the possibilities available to them on the basis of their overall suitability in helping the learner reach her or his goals. Cost, location, and ease of access are usually important considerations.

**CFC EVALUATES LEARNING, NOT RESOURCES.** Each learning project initiated by a CFC learner is evaluated on its own merits, on the basis of evidence of learning presented. Some involve world-famous scholars or institutions; others may use little-known, non-professional teachers. Regardless of this, the quality of learning, as documented for CFC's Academic Council, is the major factor in awarding academic credit.

## Risks or Advantages?

As a new college, and a new kind of college, CFC is just now establishing a record with accrediting groups, graduate schools, and employers.

**ACCREDITATION.** CFC has been accepted as a Candidate for Accreditation by the Middle States Association, Commission on Higher Education. This is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved initial recognition and is progressing toward, but is not assured of, accreditation. CFC students are now eligible to participate in a variety of financial aid programs. For information on these programs, contact the College.

**CREDIT TRANSFER.** CFC credits have been accepted for transfer by a number of fully accredited colleges and universities. A list of these is available on request.

**GRADUATE SCHOOL ADMISSION.** Several CFC graduates have been accepted into graduate programs. A strong, well-documented record of learning is required.

**JOB PLACEMENT.** Learners with genuine skills and experience may have preference in today's difficult job market. CFC's few graduates have gained jobs directly related to their campus-free learning.

If you are interested in learning more about whether Campus-Free College might be able to support your learning, we suggest that you:

1. Read this flier in detail, to get an overall view of how CFC works and what educational services it offers.

2. Begin your own academic planning. Review your learning history, your present situation, and your learning goals. Make a list of your academic skills and those you will need to acquire. Be as specific as you can about the kinds of learning you want to do.

3. When you have done this, you may want to tell us more about yourself and get some feedback on how we can help you. Use the coupon on this flier, or write us at the CFC office; we'll be glad to respond. At the same time, order any additional materials you need to understand CFC better. Ask about possible Program Advisors, too.

4. Get in touch with a few Program Advisors. Discuss your learning needs, and ask them how they can support you in reaching your goals. If CFC doesn't have PA's near you, or in your areas of interest, ask us to help you find one.

5. When you and a Program Advisor have reached a mutual agreement to work together, you are ready to enroll.

# Self-Interview

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

My formal education: high school \_\_\_\_\_

college \_\_\_\_\_

other \_\_\_\_\_

Non-institutional learning (work, travel, hobbies, volunteer work, etc.)  
\_\_\_\_\_

I first heard about Campus-Free College from:

What attracted me to it was:

My personal and employment/professional goals are:

My major interests, skills, and abilities are:

These aspects of my life situation will effect my educational plans (money, work, family responsibilities, health, transportation, scheduling, etc.):

How I learn best (with others/on my own; by reading/doing/discussing/working with professionals; intensely/leisurely; one thing/ many things at a time):



How I like to share what I learn (exams: where I/others create the questions; by writing/talking/audio-visual media; sharing tangible products; teaching my skills and knowledge to others; demonstrating my competence in real-life situations):

Situations I find it difficult to learn in:

My definition/view/concept of learning:

---

#### NOTES TO MYSELF

General Impressions: what does all this tell me about myself as a learner? (strengths, weaknesses, skills to depend on, skills to acquire, kinds of learning to focus on, subject matter preferences/choices, situations/learning methods to avoid):

Missing Links: what do I need to learn about myself before planning a course of study? (financial situation, scheduling problems, more information about how CFC works, personal strengths and weaknesses, skills I will need to reach my goals):

What do I want Campus-Free College to do for me?

# Academic Planning Sheet

## SKILLS

1. I have the following academic skills:

| skill                                      | present level of ability | need for improvement |
|--------------------------------------------|--------------------------|----------------------|
| reading                                    | _____                    | _____                |
| vocabulary                                 | _____                    | _____                |
| writing                                    | _____                    | _____                |
| speaking                                   | _____                    | _____                |
| organization                               | _____                    | _____                |
| research                                   | _____                    | _____                |
| use of libraries and<br>reference material | _____                    | _____                |
| concentration, focus                       | _____                    | _____                |
| mathematical                               | _____                    | _____                |
| foreign languages                          | _____                    | _____                |
| time use/efficiency                        | _____                    | _____                |
| relating new know-<br>ledge to old         | _____                    | _____                |
| other                                      | _____                    | _____                |
|                                            | _____                    | _____                |
|                                            | _____                    | _____                |

2. I have the following skills in relating to individuals and groups of people, knowledge, and ideas:

| skill                                    | present level of ability | need for improvement |
|------------------------------------------|--------------------------|----------------------|
| recognize own needs                      | _____                    | _____                |
| aware of own feelings                    | _____                    | _____                |
| can set own goals                        | _____                    | _____                |
| can take initiative                      | _____                    | _____                |
| express self well<br>to others           | _____                    | _____                |
| cooperate well with<br>others            | _____                    | _____                |
| am open to new ideas                     | _____                    | _____                |
| take criticism well                      | _____                    | _____                |
| open to different<br>people and opinions | _____                    | _____                |



SUBJECT MATTER/FIELDS OF INTEREST/CAREER PRIORITIES

3. The subjects/fields/issues/disciplines I know most about/find most interesting are:

4. My past learning (in school and out) has resulted in the following skills development and subject-matter learning which will help in meeting my college goals:

5. I prefer to learn/study by the following methods: courses, classes, on-the-job learning, self-directed study, professional apprenticeships or internships, other:

6. The kinds of work situations/professions/careers I want to prepare myself for:

7. The subjects/fields/issues/disciplines I will need to learn more about in order to meet my educational goals are:

## FINANCIAL TIPS

Since Campus-Free College is a candidate for accreditation and not yet fully accredited, we are not eligible to participate in all federal and state financial aid programs. CFC is approved for higher education benefits by the Social Security Administration; contact your local or regional office for details and eligibility requirements.

You may be eligible to receive funds through two other federal financial aid programs during 1976-77 now that CFC has the status of candidate for accreditation.\* We are not certain when the necessary administrative machinery will be operative at CFC, however. You should investigate the programs and advise us immediately if you intend to apply for aid funds under either program, and we will turn advise you of when CFC will be able to help you apply. If you are an undergraduate, check out the Basic Educational Opportunity Grant (BEOG) Program, a federal entitlement program that makes funds available to eligible students at approved colleges, vocational schools, technical institutes, vocational schools, and other post-secondary institutions. To apply for a Basic Grant, you must complete the "Application for Determination of Basic Grant Eligibility," available from many high schools, public libraries, Talent Search and Upward Bound offices, or P.O. Box 84, Washington, DC 20044. Approximately four weeks after you submit an application, you will receive a written notification of your eligibility. Submit this notification to CFC (and any other colleges which you are considering.) CFC will calculate your Basic Grant on the basis of your determination of eligibility, the costs of attendance at Campus-Free College and other government requirements.

Graduate and undergraduate students should investigate the Guaranteed Student Loan Program, which enables students to borrow directly from a bank, credit union, savings and loan association, or other participating lenders at a lower-than-normal interest rate. Your interest cannot be more than 7 percent, and you may borrow up to \$7500 for undergraduate or vocational study, or \$10,000 for graduate study alone or in combination with undergraduate study. Many students qualify for "Federal Interest Benefits" while enrolled; if you qualify for this benefit (based on an assessment of your financial need), the government will pay the interest for you until you must begin paying the loan. Check with your regional branch of the Office of Education for details and applications.

Other bank loans and similar services may be explored; the college will assist prospective students whenever possible. But remember: if you take out a bank loan (other than a GSL), it will probably carry the prevailing commercial interest charges. Repayment of the principle plus interest will start immediately, just as it would for an automobile purchase loan. If you must take out loans, be sure that you thoroughly understand the terms and conditions of your liability, including payment schedules and amounts. And remember that even if you must drop out of school before the end of the quarter or academic year, you will still be responsible for repaying the loan.

Explore a variety of avenues for funds to support your education at CDC. Check out scholarship programs offered in your community by local chapters or branches of fraternal, religious, ethnic, and service organizations. Don't overlook corporations and labor unions, which offer scholarship and loan programs for employees' or members' children. Many local cultural institutions, businesses, and trade and professional associations also sponsor scholarships and/or internships. The requirements for such local programs differ widely, and some may not permit the use of scholarship monies at institutions like CFC. So check them out thoroughly, and well in advance of the time you need funds.

You should also check out books and guides to financial aid programs, available in many public libraries, high school counseling offices and institutional financial aid offices. Some of the more comprehensive books include the following: National Catalogue of Financial Aids for Higher Education by Oreon Keeslar, Scholarships, Fellowships and Loans by Dr. S. Norman Feingold and Guide to Financial Aid for Students and Parents by Elizabeth Suchar with Phyllis Harris. In books such as these, you will find many national "special purpose" scholarship programs which are designed to service specific clienteles or groups of students. Again, the requirements vary quite a bit; some programs may allow you to use funds at CFC, while others will require that funds be used at fully accredited institutions only. (CFC can provide you or a potential donor with proof that the College is a candidate for accreditation.\*\*) If you are orphaned, physically disabled, academically or artistically gifted, interested in a particular career or occupational field, or a member of some ethnic groups and religious denominations, you may be eligible for financial assistance under one or more of these special programs. It is critical that you investigate such possibilities well in advance of the time that you need funds, since competition for these awards is often tremendous.

\* CFC hopes to be able to hook into the budgeting cycles of the College Work-Study, National Direct Student Loan (NDSL), and Supplemental Educational Opportunity Grant (SEOG) by the fall of 1977.

\*\* We can also supply you with a list of graduate schools where CFC students have been accepted if that would be helpful.



If you are already working, check with your employer about financial aid possibilities. Many businesses provide support for their employees' educational pursuits, either through direct assistance or tuition reimbursement policies; participation in such programs often requires, however, that a student's course of study be job-related. In some states, Departments of Civil Service may either grant "educational leave" or continue to pay a full-time salary to a student who is studying on a part-time basis in particular occupational fields. Again, the requirements vary substantially from state to state and employer to employer, so check them out carefully.

Finally, read everything you can get your hands on about cutting the costs of education. While few of the specifics may be applicable to your particular situation, you may get some new ideas about how to finance your education at CFC. Once you get into your program at CFC, for instance, you may find that you can demonstrate your competencies in some areas without attending a semester's worth of classes or conducting extensive new learning projects. Cutting the time it takes to complete your college degree is an excellent way of cutting the cost. In addition, because you, not CFC, schedule your learning activities and set the pace, you will have more flexibility for handling part-time work, or alternating periods of employment and study, than do students at more traditional institutions.

Check out the resources below (try to borrow rather than buy the books), and if there is anything that CFC can do to help, let us know. We will if we can.

#### RESOURCES

"77 Ways to Beat the High Cost of College," by Phyllis Harris, Family Circle, March 1975. Reprint Department, Family Circle, P.O. Box 450, Teaneck, New Jersey 17666. (25¢)

"Going Right On: Information and Advice for Minority Students Who Want to Continue Their Education After High School," by Carl E. Drummond, College Entrance Examination Board Publications Orders, Box 2815, Princeton, New Jersey 08540. (FREE)

"Meeting College Costs: A Guide for Parents and Students," College Entrance Examination Board Publications. (FREE)

"CLEP May Be For You," College Entrance Examination Board. (FREE)

"Get Credit for What You Know," Stock #2900-00201, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (30¢)

Making It: A Guide to Student Finances, Harvard Student Agencies, 4 Holyoke Street, Cambridge, Massachusetts 02138. (\$4.95 plus 25¢ postage)

Student Aid Bulletins, Vol. 2, Scholarships, Loans and Awards Offered by Independent and AFL-CIO Affiliated Unions, Chronicle Guidance Publications, Inc., Moravia, New York 13118. (\$2.00)

National Catalogue of Financial Aids for Higher Education by Oreon Keeslar, William Brown Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001. (\$13.95)

Scholarships, Fellowships and Loans by Dr. S. Norman Feingold, Bellman Publishing Company, Box 164, Arlington, Massachusetts 02174. (\$17.00)

Guide to Financial Aid for Students and Parents by Elizabeth W. Suchar with Phyllis Harris, Simon and Schuster, One West 59th Street, New York, NY 10018. (\$4.95)

Directory of Special Programs for Minority Group Members: Career Information Services, Employment, Schools, Banks, and Financial Aid, Willis L. Johnson, Editor, Garrett Park Press, Garrett Park, Maryland 20766. (\$6.95)

Summer Employment Directory of the United States, National Directory Service, 266 Ludlow Avenue, Cincinnati, OH 45220. (\$5.95)

# CFC Campus-Free College

Central Office  
1239 G Street NW  
Washington, DC 20005

202-347-0721

## FINDING A PROGRAM ADVISOR

When you enroll in Campus-Free College, you begin by making a learning contract with a CFC Program Advisor. These are some of the usual ways that prospective students find the best Program Advisor to work with.

YOU MAY ALREADY KNOW A PROGRAM ADVISOR WITH WHOM YOU WOULD LIKE TO LEARN. Many students learn about CFC from one of our PAs, or are interested in campus-free learning as a way to work with one of our PAs. The PA may be a specialist in an area you would like to pursue in depth, or the PA may be a generalist, someone you feel would be supportive in creating an individualized program of study.

IF YOU DO NOT KNOW A PROGRAM ADVISOR WITH WHOM YOU WOULD LIKE TO WORK, THERE ARE INITIAL STEPS YOU TAKE:

- o For those interested in studying where CFC has a local or institutional contact, it is recommended that you call this person directly.
- o If you wish to study in an area of the country where we do not have a local contact, write to us at the central office for the list of PAs in your area.

IF YOU KNOW SOMEONE YOU WOULD LIKE TO WORK WITH BUT HE/SHE IS NOT A CFC PROGRAM ADVISOR, he/she may be approached by you and then your contact person and asked to apply.

## THE PROGRAM ADVISOR AND STUDENT RELATIONSHIP

One thing you might want to do is draw up a tentative job description for the PA you are looking for. Ask the following questions:

- o During my first quarter do I want someone who is a generalist, someone with broad interests and training, with good skills in the educational process, or do I want someone who is a specialist in the concentration I plan to pursue?
- o What are the geographical qualifications? What preferences do I have and what are the limits I would like to set about where my PA should live? You might want to go to another part of the country to work with a particularly appropriate PA or you might want to find someone near where you live.
- o What expectations do you bring to a close working relationship of this kind?
  - How often and how long do you want to meet? (CFC recommends one to two hours a week.)
  - Will you want to meet more intensely at the beginning?
  - What about access to each other during the week?
  - What about feedback? What do you know about yourself that makes it easy for you to hear and use feedback?



As a student at CFC the first important decision you make is the choice of your PA. You and your PA will be working partners. Together you will plan the individualized program of study you will pursue.

In this process, not only is it your PA's job to help you learn to do this kind of planning, but it is also his/her job to help you learn many other skills. In some cases students participate in a learning support group facilitated by a PA. In these situations, the group performs the mutually collaborative, supportive function. You will be looking for a person with special skills, who at the same time has a working style and interests comparable with yours. This relationship is the focal point of the CFC experience.

The core group of skills that the PA assists the student in acquiring are SELF DIRECTED LEARNING SKILLS. These include, but are not limited to:

1. ASSESSMENT OF COMPETENCIES YOU ALREADY POSSESS (knowledge, skills and understanding)
2. ASSESSMENT OF YOUR LEARNING NEEDS
3. DETERMINATION OF YOUR LEARNING STYLE
4. GOAL SETTING
5. CURRICULUM PLANNING
6. LEARNING PROJECT DESIGN
  - o These are the building blocks of curriculum. The organization of these projects may be provided by:
    - Self Organization as in the case of guided reading projects or tutorials with community based professionals.
    - Others' Organization such as courses at campus based educational institutions and training programs.
  - o In most cases you and your PA will work together on an initial outline of each learning project, while the details will be negotiated and refined and often changed as a result of conversations with the learning resource people and the evaluator you contact to work with.
  - o In every case you will individualize learning goals by asking yourself:
    - What do you want to learn?
    - How do you want to learn it?
    - How do you want to share and/or demonstrate what you learn?
    - How do you want to evaluate what you learn?
    - How do you want to establish reciprocity for the balance in the exchange between you and resource people and evaluators you will be approaching? i.e. bartered services, money, etc.

In order to effectively implement LEARNING PROJECT DESIGN, necessary skills are:

7. RESOURCE UTILIZATION
8. NEGOTIATING AND ORGANIZING SKILLS

The PA will assist you in experiencing CURRICULUM and PROJECT planning as a menu of alternatives, the components of which can be reordered, revised, discarded, augmented, etc. based on your changing needs. This process is:

9. REASSESSMENT AND REDESIGN



# CFC Campus-Free College

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1) Outstanding ability as a teacher, as judged by students, colleagues, and superiors. It is not required that candidates are members of a college faculty, nor that they have had any formal faculty appointments in institutions of higher education.

2) A combination of personal qualities -- the ability to listen and draw out ideas from others, to communicate clearly their own feelings and ideas, and sensitivity to how people more experienced in formal learning can support those with less experience -- which will allow a supportive relationship to develop between the Program Advisor and his/her students.

3) A breadth of life experiences, which may include, but should not be limited to, employment in a college or university. CFC favors candidates who have extensive interests and experiences outside the world of institutional education.

4) A depth of learning and understanding in some subject or area of interest which indicates good learning skills and the ability to help students judge the usefulness of their learning projects and the quality of learning resources they will need. It is not required that Program Advisors have attended college in order to have acquired this level of learning.

5) A wide range of contacts in their home community and in their professional field or other field of interest, so they will be useful to students in finding learning resources both in their field of competence and in other areas.

6) A level of ethical judgment and common sense which will help them aid students in making the many non-academic decisions upon which campus-free learning and personal development are based.

7) A proper understanding of the concept of campus-free learning and the importance of the Program Advisor's role within it, and a belief in the structure, process, and attitudes of Campus-Free College as an institution.

8) A detailed factual knowledge of the duties and responsibilities of Program Advisors, and a personal concept of the PA-student relationship.

9) Competence in facilitating the transition to greater self-direction in learning, in a step-by-step way.

## HOW PROGRAM ADVISORS ARE CHOSEN

Most Program Advisors are initially recommended by students, PA's, or others who are familiar with CFC and the Program Advisor's role. Often an initial inquiry goes out from the college's Central Office, asking whether the person would like to become a Program Advisor; sometimes, prospective PA's write to the college to inquire how they may apply. In either case, the college uses the following procedures for considering Program Advisor candidates:

1) Materials describing CFC and the Program Advisor's role are sent to the candidate.

2) A meeting is arranged between the candidate and one of CFC's regional interviewers, to discuss the position and learn more about the candidate's interests, experience, and skills.

3) If the interview is satisfactory to both parties, the candidate is asked to send the following supporting materials to the Coordinator of Program Advisor Affairs:

- a) a curriculum vitae;
- b) a transcript from the institution from which the candidate has received his/her most advanced degree;
- c) references from three people who are well acquainted with the candidate at present, and can discuss his/her ability to carry out the responsibilities of the Program Advisor's job;
- d) a personal statement from the candidate, discussing his/her attitudes and perceptions of the Program Advisor's job and how s/he would in general undertake working with students, and assessing his/her strengths and limitations relative to the Program Advisor role.

4) If these materials are satisfactory, the candidate is appointed, and this appointment is ratified by the Board of Trustees at its first meeting following the date of appointment. All Program Advisors are appointed for a period of one year, and may be reappointed by the Academic Council.

## GUIDELINES FOR THE SUPPORT OF STUDENTS

It seems to be a fact of life that many students in open education need a greater amount of support -- more frequent and more directive -- than they and their advisors sometimes realize. Responding to our students' need to become more self-aware and self-directed people, while providing structure for their personal and academic development, is one of a Program Advisor's most challenging jobs.

The following guidelines are based on our collective experience in working with advisor-advisee relationships. We hope some of these suggestions will save you time, energy, and needless difficulty.

1) **LOOK FOR CLUES.** Judgment about when another person needs support, and what kinds may be useful, comes from experience with, and sensitivity to, the clues we all give when in distress. Generally, these clues are the same in academic settings as in other aspects of life. Some are related to personal appearance and behavior: depression, withdrawal, hyperactivity, lack of attention, and tension (notice fingers and feet, necks and shoulders, general posture, tone and speed of voice). Other clues may be observed in how our advisees function as learners: procrastination in work, lack of clarity in describing activities or goals, over - or under - attention to the details of learning.

2) **ASSUME MORE ANXIETY THAN YOU SEE.** It's hard to become a Campus-Free learner after years of being a more dependent student. A majority of our CFC learners are attempting their first exercises in academic self-awareness and self-direction. In our culture, such experiences are difficult to find. Like some of us, our advisees' enthusiasm may hide anxieties about their ability to succeed in this new kind of institution. As Program Advisors we will do well to remember that college life usually produces high anxiety; some of this contributes positively to learning, some is merely tolerated, and some blocks learning, to the point where it must be got rid of. In some cases, Campus-Free College may produce more, or different, anxieties in students than would a more conventional institution. Hopefully it can also release more energy and enthusiasm for learning!



3) BEGIN WITH A CLEAR STRUCTURE FOR SUPPORTING YOUR ADVISEES. The "freedom" of CFC allows each student-advisor team to establish its own ground rules for how it will function. Our job as Program Advisors is to help advisees become more self-directed learners, and we will be searching for structures that will enhance this process. The "best" structure will, of course, be different for each student-advisor team, and will change periodically as the team members grow and change.

In general, Campus-Free College learners have felt most supported by structures that include the following:

A. Frequent Contact. Regular meetings once or even twice a week at first, give us more opportunities to get acquainted with our students, and them with us.

B. Short Learning Projects. Small projects with clear goals help us learn the mental habits and skills of our students, and give both us and them practice in designing and evaluating learning projects.

C. Firm Adherence to Learning Contracts. Project Descriptions and Evaluations are the only vehicles for establishing clear expectations for a student. They are also the major ingredients of a student's academic record and the source of information for her/his Monitor and the Academic Council. Project Descriptions may need to be reviewed or consulted after they have been written, and may require revision as student needs change.

D. Use of Learning Resources. Going it alone via "Independent Study" is a romantic notion, but it can limit learning and deny students stimulating contact with people and ideas. New CFC students usually need practice in finding, evaluating, and selecting learning resources, and learning to use them effectively.

E. Note-Taking and Journal-Keeping. Self-assessment and academic decision-making require a base of information. Over a period of time, these information-gathering tools can provide valuable insight into the transition to self-directed learning, especially if used by student and Program Advisors as the basis for discussion.

Other structures, we believe, are less likely to support the work of students and advisors. Not recommended are the following:

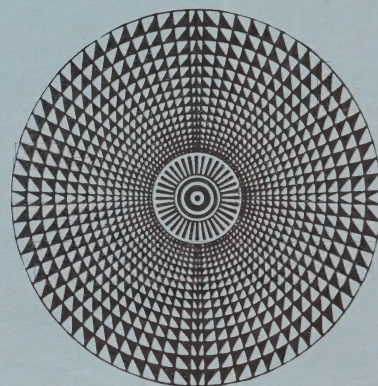
A. Non-specific Conversations. Both students and Program Advisors need to focus on work to be done, problems to be dealt with. Specific details, not vague generalities, are the stuff on which successful Campus-Free learning is built.

B. Nonconfrontive Style. Good student-advisor relationships deal with disagreements, disappointments, and expressed needs, in addition to the more comfortable aspects of working together.

C. Unclear Decisionmaking. There are three possibilities: a CFC learner can make a decision, the Program Advisor can make it, or the two can share in making it. Vagueness here often keeps students and advisors from learning to work together, or from dealing with issues of responsibility.

4. GET TO KNOW YOUR ADVISEES AS LEARNERS. A platitude, of course, but really the whole point of these guidelines. Sometimes advisor-advisee relationships fail to deliver all they promise. A frequent cause is that the "freedom from structure" keeps the people involved from really learning about each other. Without this detailed knowledge, advisors have little basis for offering guidance and students, little understanding of their own needs and how to ask for assistance. Within your own style of relating, and that of your advisees, strive together to learn how each of you approaches the task of learning. This is related to, but not the same as, "personal closeness".

# Campus-Free College



Central Office  
1239 G Street NW Washington, DC 20005

## ABOUT PROGRAM ADVISORS

The following sections describe the qualifications and appointment procedures for Program Advisors.

### P.A. QUALIFICATIONS

Program Advisors are responsible for interpreting academic policies to their students, and for approving each learning project, as well as for supervising the overall academic planning of student programs and helping students find learning resources of high quality. Thus their responsibility is considerably broader than, and different from, that of a faculty member in a traditional college. The qualifications for the job are different also.

The following qualifications have been established for the position of Program Advisor:



# Campus-Free College

## PROGRAM ADVISORS

are located in more than 150 cities, towns, and rural areas in 34 states. These academic and professional people are available to help CFC students plan and carry out academic programs leading to Associate of Arts, Bachelor of Arts, and Master of Arts degrees. CFC is a candidate for accreditation with the Middle States Association of Colleges and Secondary Schools.

We recommend that you read the materials in this packet carefully and begin to develop your learning goals before contacting potential Program Advisors. The contact people listed below can help you get acquainted with the CFC process and begin your academic planning.

## FOR GENERAL INFORMATION

about Campus-Free College, please contact our Central Office at the address at the bottom of the sheet.

## FOR LOCAL INFORMATION

about CFC Program Advisors, and to discuss your own learning plans, we invite you to get acquainted with the regional contact people listed here. If you don't live near one of these contact people, please write or call the Washington office directly for help in finding a Program Advisor.

Albany, New York Area  
New England Regional Coordinator  
Carmen Cornute  
6825 Locust Grove Road  
Saratoga Springs, NY 12866

Amherst, Massachusetts Area  
John Morrison  
94 Gray Street  
Amherst, MA 01002  
413-256-6229

Atlanta, Georgia Area  
Kathryn Liss  
YWCA Women's Center  
45 Eleventh Street, NE  
Atlanta, Georgia 30309  
404-892-3476

Boston, Massachusetts Area  
Dave Rosen, Larry Lemmel, CFC  
14 Beacon Street  
Boston, MA 02108  
617-742-3060

Bridgeport, Connecticut Area  
Rick Davila  
700 Brookline Avenue  
Bridgeport, CT 06604  
203-579-2852

Canada  
Diane Brause  
2217 Oxford Street  
Montreal, P.Q., Canada  
514-487-7859

Chicago, Illinois Area  
Robert Jackson  
Suite 222, The Main  
845 Chicago Ave.  
**Evanston, IL 60202**  
312-475-1166

Denver, Colorado Area  
Rick Medrick  
2220 Birch Street  
Denver, CO 80207  
303-333-7831

Hartford, Connecticut Area  
Phil Tankel  
797 Framington Ave  
West Hartford, CT 06119  
203-523-7932

Manhattan, Kansas Area  
Sue Maes, Dave Hursh  
University For Man  
615 Fairchild Terrace  
Manhattan, KS 66502  
913-532-5866

New Haven, Connecticut Area  
Mike Vozick, Phil Werdell  
Training for Urban Alternatives  
920 Orange Street  
New Haven, CT 06503  
203-387-8141

New York City Area  
Geoffrey Neidler  
51 Montgomery Road  
Brooklyn, NY 11215  
212-783-1018 (hm)  
212-285-3347 (ofc)

Ohio Area  
Martha Woodland  
1330 West Blvd.  
Cleveland, Ohio 44101  
216-631-0604

Pennsylvania Area  
Barry Vernick  
Suite 8, 107 Forest Ave  
Narbreth, PA 19072  
215-667-3015

San Francisco, California Area  
Mike Rossman  
1741 Virginia  
Berkeley, CA 94703  
415-849-1154

Washington, D.C. Area  
Mike Searles, CFC  
1239 G Street, NW  
Washington, D.C. 20005  
202-347-0721

Feminist Network  
Cindy Soule  
Feminist Network Coordinator  
CFC, 14 Beacon Street  
Boston, MA 02108  
617-742-3060



I'D LIKE TO LEARN MORE ABOUT CAMPUS-FREE COLLEGE:

\_\_\_\_\_ Please send me a copy of the 1976-77 CFC Catalogue. I enclose payment of \$2.00.

\_\_\_\_\_ I'd like to talk with some enrolled students and their Program Advisors to find out what being a campus-free learner is really like. Please send the names and addresses of some student-advisor teams I can contact.

\_\_\_\_\_ I first heard about Campus-Free College from \_\_\_\_\_

\_\_\_\_\_ Please send student information on CFC to: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please mail to: CAMPUS-FREE COLLEGE, 1239 G Street NW, Washington, DC 20005  
Phone 202/ 347-0721 ,

NAME \_\_\_\_\_ TELEPHONE \_\_\_\_\_

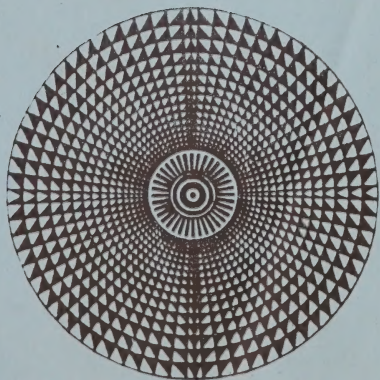
ADDRESS \_\_\_\_\_

Main academic interests/goals \_\_\_\_\_

Geographical preferences/limitations \_\_\_\_\_

Present activities/occupation/commitments/interests \_\_\_\_\_

\_\_\_\_\_



**Campus-Free College**

1239 G Street NW Washington DC 20005



Marjorie Regond  
44 Garland St.  
Jamaica Plain 02130







Name \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_  
Telephone \_\_\_\_\_  
Institution/Organization \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas of knowledge, skill, and experience that I am willing to share with learners (please use familiar academic descriptions where possible):  
\_\_\_\_\_  
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# RESOURCE

## Campus-Free College

AVAILABLE FOR:

- ☐ PROGRAM ADVISOR
- ☐ TEACHING
- ☐ INTERNSHIP SUPERVISION
- ☐ EVALUATION OF LEARNING
- ☐ SUPERVISION OF WORK/STUDY
- ☐ ACCESS TO MATERIALS
- ☐ ACCESS TO PEOPLE
- ☐ ACCESS TO INSTITUTIONS, PROGRAMS, LEARNING OPPORTUNITIES
- ☐ PROGRAM ADVISOR CANDIDATE
- ☐ OTHER \_\_\_\_\_

Note: CFC has not evaluated the information on this form, which is supplied by the Resource Person, and is not responsible for its accuracy.

The following is a personal statement by the Resource Person about thoughts and feelings on working with CFC learners:

Fee/Financial Arrangements \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Other Comments \_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_











# CFC Campus-Free College

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Central Office  
1239 G Street NW Washington, DC 20005

202-347-0721

Dear Prospective Program Advisor,

Thank you for your expression of interest in the role of Program Advisor.

## About the College

Campus-Free College is six years old. It is licensed in the District of Columbia and Massachusetts, and is a "Candidate for Accreditation" with the Middle States Association of Colleges and Secondary Schools. Students are eligible for a variety of federal, state, and private financial aid programs.

We have tried to make CFC's academic process as supportive as it is rigorous. Our intent is to help people who want to gain more control over their lives and learning to succeed in this purpose, and to succeed in meeting high but reasonable academic standards.

The College is self supporting through the payments of student tuition. Our students are from all areas of the country. They find out about Campus-Free College mainly through the efforts of Program Advisors and Students. One of our priorities in the selection of Program Advisors is that they are people excited about our academic process and interested in telling people about the College. Although a prospective student may select the person s/he would like to work with and ask him/her to apply to become a Program Advisor, more often students work with experienced Program Advisors. Frequently, Program Advisors know of people they would like to work with as students, and who they would like to help meet their goals and needs through the Campus-Free College structure.

## The Role of Program Advisor

Program Advisors facilitate the transition from external direction to greater self direction in learning. The weekly process of meeting for an hour or two to plan a student's overall program of study and outline the individual learning projects that go to make it up, is done with the help of the Program Advisor. It is in this process, along with active collaboration with other professional educators, that it is hoped a student will develop many of the skills necessary for successful Campus-Free Learning. Skills such as self-assessment, goal setting, program planning, learning project design, reassessment and redesign, resource utilization, and negotiation are some of the most important of these.

If you know you do not have the time and/or energy to be a PA, but are excited about CFC's learning process, you may want to become involved as a Learning Resource Person". A person in the role might provide anything from instruction to supervision, information, referrals, feedback, and/or evaluation in relation to one or more of the learning projects a CFC student is working on. Since students contract directly with resource people for their services, there is no need for you to become formally affiliated with the College. Just fill in the enclosed "RESOURCE" form if you would like the things you would be willing to talk about doing with students to be on file. From there, it would be up to any students interested in pursuing the possibility of working with you to contact you directly; and up to the two of you to determine if, in fact, there is a contract that offers



the possibility of mutual benefit that you would like to negotiate.

### The Application

The application process for Program Advisors consists of an interview, resume, transcript, three letters of recommendation, and a personal statement that reflects how you see yourself in the role of Program Advisor. To process the application as quickly as possible, we suggest that you collect as much of the application as possible and forward it to us in the Central Office in one mailing. The interview should be scheduled through one of our area contacts or write to us here in this office for the name of someone in your local area.

We look forward to hearing from you.

For the College,

Mark Cheren  
Program Advisor Affairs

Sue Sinnamon

# Campus-Free College

## What CFC Is

**A COLLEGE WITH NEW AIMS.** Campus-Free College is a new design in higher education. Its new structure allows learners to tailor their educations to their own life and learning patterns, interests, and goals. Its academic process teaches skills needed to become a self-directed learner rather than a student whose goals and directions are set by others.

**NEW FROM THE GROUND UP.** A non-profit institution chartered in the District of Columbia, with its own governing board, staff, academic standards and degree-granting powers, CFC is an independent college, not part of another institution or a new program sponsored by a group of conventional colleges or a state agency. It is licensed to grant Associate of Arts, Bachelor of Arts, and Master of Arts degrees.

**WHAT "CAMPUS-FREE" MEANS.** CFC learners are not bound by, or limited to, the facilities, requirements, schedules or fees of campus-based study. They may use campus learning when available and suitable, but are free to draw upon a wide range of other learning experiences -- tutorials and apprenticeships, on-the-job learning, professional training programs, and individually-designed learning projects.

"Campus-Free" also means that the college has no buildings or other facilities which all learners must use or attend. Instead, CFC learners work with college-appointed advisors wherever they are available -- currently in about 175 towns, cities, and rural locations in 36 states, 5 Canadian provinces, and several locations overseas.

**OUR GOAL FOR CFC** is to be responsive to the needs of learners. For example, people can enroll at the beginning of any month, change from full-time to part-time status at the beginning of any quarter, and pay only for the educational services they need.

And Campus-Free College is collaborative -- it works with students, provides consumer advocacy in helping them contract for the learning they need, and aids them in making decisions based on their own educational needs.

**AND A SERVICE FOR OTHER COLLEGES.** CFC also works with students from campus-based colleges and universities who want to spend one or more quarters off campus with CFC's guidance and supervision, or who would like access to some of CFC's educational resources as part of their degree programs.

## Whom It Is For

**MANY KINDS OF LEARNERS.** CFC has been designed for use by a variety of people, including:

- o those who want a specific combination of flexibility, low cost, and variety of learning experiences that CFC can offer;

- o those who need the use of non-campus learning resources and the flexibility of open-system learning (for example, people who must earn full-time salaries, care for children, or those with physical handicaps);

- o those who feel out of place in campus-based institutions;

- o those who want the spirit and high academic standards of an independent college without the high cost or types of selectivity usually associated with them;

- o those whose pace and patterns of learning do not fit the structure and schedules of campus-based institutions.

**BUT CFC IS NOT FOR EVERYONE!** We believe that Campus-Free College would not be a good choice for learners who:

- o need the external controls of campus-based colleges to make their learning efforts succeed;

- o want an "easy alternative" to attending a traditional college;

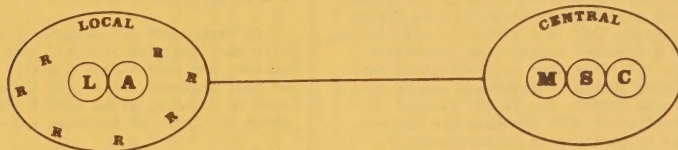
- o feel they must have a degree from an accredited, long-established institution;

- o need the ready-made social and educational life of a campus.

1/76

## How CFC Works With You

Campus-Free College is a network of people and services, designed to help you plan and carry through an educational program that fits your own needs, and to help you become a self-directed learner. The CFC structure has two parts, local and central:



**LOCAL SERVICES:** Wherever you live and learn, these parts of CFC are there with you for continual guidance and support:

- ① **YOU**, a campus-free learner, the primary initiator of your own educational program;

- ② **PROGRAM ADVISOR**, your chosen guide, mentor, interpreter of CFC policies, responsible for helping you with academic planning, contracting for instruction, and gaining skills for self-directed learning;

- ③ **RESOURCES**, the people, programs, and facilities you need to get the learning you want -- teachers, tutors, evaluators, libraries, laboratories, training programs.

**CENTRAL SERVICES.** These parts of your CFC network are available from the college's central office in Washington, D.C.:

- ④ **ACADEMIC COUNCIL**, the experienced educators who approve curriculum plans, award credit, and recommend the awarding of CFC degrees;

- ⑤ **MONITORS**, consultants to you and your Program Advisor, periodically review your progress for the Academic Council;

- ⑥ **STAFF**, professional educators who provide information, keep college records, and coordinate the work of all network members.



## The Cost

**ENROLLMENT FEE.** All CFC learners pay a \$35 fee at the time of first enrollment.

**QUARTERLY FEES,** paid every three months for the services provided by Program Advisors, Monitors, staff members, and the Academic Council.

For Credit students: full-time, first quarter \$400, other quarters \$375; half-time, first quarter \$300, other quarters \$260.

For Non-credit students: full-time, first quarter \$300, other quarters \$200; half-time, first quarter \$200, other quarters \$125.

**INSTRUCTION.** CFC learners pay instructional fees directly to the teacher, tutor, program or institution providing instruction. Program Advisors help learners make contracts with clear financial terms and fair costs.

**FINANCIAL AID.** Because CFC is not yet eligible for most federal aid, students should not expect fee reductions from the figures given above. Bank loans, state loan programs, and similar services may be explored; the college will assist prospective students whenever possible.

CFC is approved for higher education benefits by the Social Security Administration.

## Learning Resources

An important aspect of every college or university is learning resources -- the people, programs, facilities, and learning opportunities available to its students. Campus-Free College operates with a system of shared resources rather than the usual ownership system. We use facilities that already exist rather than creating new ones, and we share people with other organizations rather than contracting for the exclusive use of their time. CFC believes this system has important advantages in cost, efficiency, and freedom of choice. But like most new systems, it takes some getting used to!

**HUMAN RESOURCES.** Most of CFC's resources are people. Program Advisors have been chosen for their wide range of contacts with teachers, libraries, institutions, training programs, and other learning opportunities. Like all busy people, our PA's have many involvements and commitments on their time, but they are available on request to discuss your learning goals and how you may reach them. We recommend that prospective students discuss their resource needs with prospective advisors and learn what kinds of help they may expect from their PA.

**PHYSICAL RESOURCES.** Learners and their Program Advisors usually work together on locating learning resources. Many CFC students

use the extensive resource listings in the College's central office. In their local area, however, most CFC learners take the initiative to locate and explore various kinds of learning available to them.

**WHICH RESOURCES TO USE?** Most campus-free learners need a good deal of experience to become skilled at evaluating learning resources and choosing among them. Program Advisors and the CFC staff provide help in developing these skills. Because no learning resource is automatically included or excluded from consideration, learners and Program Advisors together must consider the possibilities available to them on the basis of their overall suitability in helping the learner reach her or his goals. Cost, location, and ease of access are usually important considerations.

**CFC EVALUATES LEARNING, NOT RESOURCES.** Each learning project initiated by a CFC learner is evaluated on its own merits, on the basis of evidence of learning presented. Some involve world-famous scholars or institutions; others may use little-known, non-professional teachers. Regardless of this, the quality of learning, as documented for CFC's Academic Council, is the major factor in awarding academic credit.

## Risks or Advantages?

As a new college, and a new kind of college, CFC is just now establishing a record with accrediting groups, graduate schools, and employers.

**ACCREDITATION.** CFC has been accepted as a Candidate for Accreditation by the Middle States Association, Commission on Higher Education. This is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved initial recognition and is progressing toward, but is not assured of, accreditation. CFC students are now eligible to participate in a variety of financial aid programs. For information on these programs, contact the College.

**CREDIT TRANSFER.** CFC credits have been accepted for transfer by a number of fully accredited colleges and universities. A list of these is available on request.

**GRADUATE SCHOOL ADMISSION.** Several CFC graduates have been accepted into graduate programs. A strong, well-documented record of learning is required.

**JOB PLACEMENT.** Learners with genuine skills and experience may have preference in today's difficult job market. CFC's few graduates have gained jobs directly related to their campus-free learning.

If you are interested in learning more about whether Campus-Free College might be able to support your learning, we suggest that you:

1. Read this flier in detail, to get an overall view of how CFC works and what educational services it offers.

2. Begin your own academic planning. Review your learning history, your present situation, and your learning goals. Make a list of your academic skills and those you will need to acquire. Be as specific as you can about the kinds of learning you want to do.

3. When you have done this, you may want to tell us more about yourself and get some feedback on how we can help you. Use the coupon on this flier, or write us at the CFC office; we'll be glad to respond. At the same time, order any additional materials you need to understand CFC better. Ask about possible Program Advisors, too.

4. Get in touch with a few Program Advisors. Discuss your learning needs, and ask them how they can support you in reaching your goals. If CFC doesn't have PA's near you, or in your areas of interest, ask us to help you find one.

5. When you and a Program Advisor have reached a mutual agreement to work together, you are ready to enroll.



1) Outstanding ability as a teacher, as judged by students, colleagues, and superiors. It is not required that candidates are members of a college faculty, nor that they have had any formal faculty appointments in institutions of higher education.

2) A combination of personal qualities -- the ability to listen and draw out ideas from others, to communicate clearly their own feelings and ideas, and sensitivity to how people more experienced in formal learning can support those with less experience -- which will allow a supportive relationship to develop between the Program Advisor and his/her students.

3) A breadth of life experiences, which may include, but should not be limited to, employment in a college or university. CFC favors candidates who have extensive interests and experiences outside the world of institutional education.

4) A depth of learning and understanding in some subject or area of interest which indicates good learning skills and the ability to help students judge the usefulness of their learning projects and the quality of learning resources they will need. It is not required that Program Advisors have attended college in order to have acquired this level of learning.

5) A wide range of contacts in their home community and in their professional field or other field of interest, so they will be useful to students in finding learning resources both in their field of competence and in other areas.

6) A level of ethical judgment and common sense which will help them aid students in making the many non-academic decisions upon which campus-free learning and personal development are based.

7) A proper understanding of the concept of campus-free learning and the importance of the Program Advisor's role within it, and a belief in the structure, process, and attitudes of Campus-Free College as an institution.

8) A detailed factual knowledge of the duties and responsibilities of Program Advisors, and a personal concept of the PA-student relationship.

9) Competence in facilitating the transition to greater self-direction in learning, in a step-by-step way.

## HOW PROGRAM ADVISORS ARE CHOSEN

Most Program Advisors are initially recommended by students, PA's, or others who are familiar with CFC and the Program Advisor's role. Often an initial inquiry goes out from the college's Central Office, asking whether the person would like to become a Program Advisor; sometimes, prospective PA's write to the college to inquire how they may apply. In either case, the college uses the following procedures for considering Program Advisor candidates:

1) Materials describing CFC and the Program Advisor's role are sent to the candidate.

2) A meeting is arranged between the candidate and one of CFC's regional interviewers, to discuss the position and learn more about the candidate's interests, experience, and skills.

3) If the interview is satisfactory to both parties, the candidate is asked to send the following supporting materials to the Coordinator of Program Advisor Affairs:

- a) a curriculum vitae;
- b) a transcript from the institution from which the candidate has received his/her most advanced degree;
- c) references from three people who are well acquainted with the candidate at present, and can discuss his/her ability to carry out the responsibilities of the Program Advisor's job;
- d) a personal statement from the candidate, discussing his/her attitudes and perceptions of the Program Advisor's job and how s/he would in general undertake working with students, and assessing his/her strengths and limitations relative to the Program Advisor role.

4) If these materials are satisfactory, the candidate is appointed, and this appointment is ratified by the Board of Trustees at its first meeting following the date of appointment. All Program Advisors are appointed for a period of one year, and may be reappointed by the Academic Council.

## GUIDELINES FOR THE SUPPORT OF STUDENTS

It seems to be a fact of life that many students in open education need a greater amount of support -- more frequent and more directive -- than they and their advisors sometimes realize. Responding to our students' need to become more self-aware and self-directed people, while providing structure for their personal and academic development, is one of a Program Advisor's most challenging jobs.

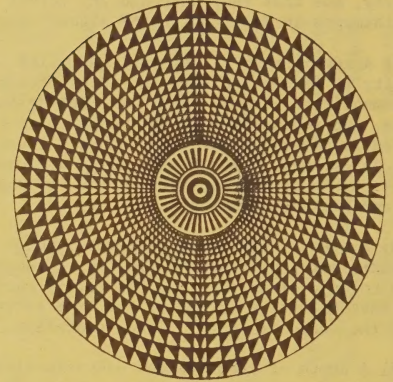
The following guidelines are based on our collective experience in working with advisor-advisee relationships. We hope some of these suggestions will save you time, energy, and needless difficulty.

1) LOOK FOR CLUES. Judgment about when another person needs support, and what kinds may be useful, comes from experience with, and sensitivity to, the clues we all give when in distress. Generally, these clues are the same in academic settings as in other aspects of life. Some are related to personal appearance and behavior: depression, withdrawal, hyperactivity, lack of attention, and tension (notice fingers and feet, necks and shoulders, general posture, tone and speed of voice). Other clues may be observed in how our advisees function as learners: procrastination in work, lack of clarity in describing activities or goals, over - or under - attention to the details of learning.

2) ASSUME MORE ANXIETY THAN YOU SEE. It's hard to become a Campus-Free learner after years of being a more dependent student. A majority of our CFC learners are attempting their first exercises in academic self-awareness and self-direction. In our culture, such experiences are difficult to find. Like some of us, our advisees' enthusiasm may hide anxieties about their ability to succeed in this new kind of institution. As Program Advisors we will do well to remember that college life usually produces high anxiety; some of this contributes positively to learning, some is merely tolerated, and some blocks learning, to the point where it must be got rid of. In some cases, Campus-Free College may produce more, or different, anxieties in students than would a more conventional institution. Hopefully it can also release more energy and enthusiasm for learning!



# Campus-Free College



Central Office  
1239 G Street NW Washington, DC 20005

3) BEGIN WITH A CLEAR STRUCTURE FOR SUPPORTING YOUR ADVISEES. The "freedom" of CFC allows each student-advisor team to establish its own ground rules for how it will function. Our job as Program Advisors is to help advisees become more self-directed learners, and we will be searching for structures that will enhance this process. The "best" structure will, of course, be different for each student-advisor team, and will change periodically as the team members grow and change.

In general, Campus-Free College learners have felt most supported by structures that include the following:

A. Frequent Contact. Regular meetings once or even twice a week at first, give us more opportunities to get acquainted with our students, and them with us.

B. Short Learning Projects. Small projects with clear goals help us learn the mental habits and skills of our students, and give both us and them practice in designing and evaluating learning projects.

C. Firm Adherence to Learning Contracts. Project Descriptions and Evaluations are the only vehicles for establishing clear expectations for a student. They are also the major ingredients of a student's academic record and the source of information for her/his Monitor and the Academic Council. Project Descriptions may need to be reviewed or consulted after they have been written, and may require revision as student needs change.

D. Use of Learning Resources. Going it alone via "Independent Study" is a romantic notion, but it can limit learning and deny students stimulating contact with people and ideas. New CFC students usually need practice in finding, evaluating, and selecting learning resources, and learning to use them effectively.

E. Note-Taking and Journal-Keeping. Self-assessment and academic decision-making require a base of information. Over a period of time, these information-gathering tools can provide valuable insight into the transition to self-directed learning, especially if used by student and Program Advisors as the basis for discussion.

Other structures, we believe, are less likely to support the work of students and advisors. Not recommended are the following:

A. Non-specific Conversations. Both students and Program Advisors need to focus on work to be done, problems to be dealt with. Specific details, not vague generalities, are the stuff on which successful Campus-Free learning is built.

B. Nonconfrontive Style. Good student-advisor relationships deal with disagreements, disappointments, and expressed needs, in addition to the more comfortable aspects of working together.

C. Unclear Decisionmaking. There are three possibilities: a CFC learner can make a decision, the Program Advisor can make it, or the two can share in making it. Vagueness here often keeps students and advisors from learning to work together, or from dealing with issues of responsibility.

4. GET TO KNOW YOUR ADVISEES AS LEARNERS. A platitude, of course, but really the whole point of these guidelines. Sometimes advisor-advisee relationships fail to deliver all they promise. A frequent cause is that the "freedom from structure" keeps the people involved from really learning about each other. Without this detailed knowledge, advisors have little basis for offering guidance and students, little understanding of their own needs and how to ask for assistance. Within your own style of relating, and that of your advisees, strive together to learn how each of you approaches the task of learning. This is related to, but not the same as, "personal closeness".

## ABOUT PROGRAM ADVISORS

The following sections describe the qualifications and appointment procedures for Program Advisors.

### P.A. QUALIFICATIONS

Program Advisors are responsible for interpreting academic policies to their students, and for approving each learning project, as well as for supervising the overall academic planning of student programs and helping students find learning resources of high quality. Thus their responsibility is considerably broader than, and different from, that of a faculty member in a traditional college. The qualifications for the job are different also.

The following qualifications have been established for the position of Program Advisor:



# CFC Campus-Free College

Central Office  
1239 G Street NW  
Washington, DC 20005

202-347-0721

## FINDING A PROGRAM ADVISOR

When you enroll in Campus-Free College, you begin by making a learning contract with a CFC Program Advisor. These are some of the usual ways that prospective students find the best Program Advisor to work with.

YOU MAY ALREADY KNOW A PROGRAM ADVISOR WITH WHOM YOU WOULD LIKE TO LEARN. Many students learn about CFC from one of our PAs, or are interested in campus-free learning as a way to work with one of our PAs. The PA may be a specialist in an area you would like to pursue in depth, or the PA may be a generalist, someone you feel would be supportive in creating an individualized program of study.

IF YOU DO NOT KNOW A PROGRAM ADVISOR WITH WHOM YOU WOULD LIKE TO WORK, THERE ARE INITIAL STEPS YOU TAKE:

- o For those interested in studying where CFC has a local or institutional contact, it is recommended that you call this person directly.
- o If you wish to study in an area of the country where we do not have a local contact, write to us at the central office for the list of PAs in your area.

IF YOU KNOW SOMEONE YOU WOULD LIKE TO WORK WITH BUT HE/SHE IS NOT A CFC PROGRAM ADVISOR, he/she may be approached by you and then your contact person and asked to apply.

## THE PROGRAM ADVISOR AND STUDENT RELATIONSHIP

One thing you might want to do is draw up a tentative job description for the PA you are looking for. Ask the following questions:

- o During my first quarter do I want someone who is a generalist, someone with broad interests and training, with good skills in the educational process, or do I want someone who is a specialist in the concentration I plan to pursue?
- o What are the geographical qualifications? What preferences do I have and what are the limits I would like to set about where my PA should live? You might want to go to another part of the country to work with a particularly appropriate PA or you might want to find someone near where you live.
- o What expectations do you bring to a close working relationship of this kind?
  - How often and how long do you want to meet? (CFC recommends one to two hours a week.)
  - Will you want to meet more intensely at the beginning?
  - What about access to each other during the week?
  - What about feedback? What do you know about yourself that makes it easy for you to hear and use feedback?



As a student at CFC the first important decision you make is the choice of your PA. You and your PA will be working partners. Together you will plan the individualized program of study you will pursue.

In this process, not only is it your PA's job to help you learn to do this kind of planning, but it is also his/her job to help you learn many other skills. In some cases students participate in a learning support group facilitated by a PA. In these situations, the group performs the mutually collaborative, supportive function. You will be looking for a person with special skills, who at the same time has a working style and interests comparable with yours. This relationship is the focal point of the CFC experience.

The core group of skills that the PA assists the student in acquiring are SELF DIRECTED LEARNING SKILLS. These include, but are not limited to:

1. ASSESSMENT OF COMPETENCIES YOU ALREADY POSSESS (knowledge, skills and understanding)
2. ASSESSMENT OF YOUR LEARNING NEEDS
3. DETERMINATION OF YOUR LEARNING STYLE
4. GOAL SETTING
5. CURRICULUM PLANNING

6. LEARNING PROJECT DESIGN

- o These are the building blocks of curriculum. The organization of these projects may be provided by:
  - Self Organization as in the case of guided reading projects or tutorials with community based professionals.
  - Others' Organization such as courses at campus based educational institutions and training programs.
- o In most cases you and your PA will work together on an initial outline of each learning project, while the details will be negotiated and refined and often changed as a result of conversations with the learning resource people and the evaluator you contact to work with.
- o In every case you will individualize learning goals by asking yourself:
  - What do you want to learn?
  - How do you want to learn it?
  - How do you want to share and/or demonstrate what you learn?
  - How do you want to evaluate what you learn?
  - How do you want to establish reciprocity for the balance in the exchange between you and resource people and evaluators you will be approaching?  
i.e. bartered services, money, etc.

In order to effectively implement LEARNING PROJECT DESIGN, necessary skills are:

7. RESOURCE UTILIZATION

8. NEGOTIATING AND ORGANIZING SKILLS

The PA will assist you in experiencing CURRICULUM and PROJECT planning as a menu of alternatives, the components of which can be reordered, revised, discarded, augmented, etc. based on your changing needs. This process is:

9. REASSESSMENT AND REDESIGN

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Institution/Organization \_\_\_\_\_

Areas of knowledge, skill, and experience that I am willing to share with learners (please use familiar academic descriptions where possible):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# RESOURCE

## Campus-Free College

AVAILABLE FOR:

- ☐ PROGRAM ADVISOR
- ☐ TEACHING
- ☐ INTERNSHIP SUPERVISION
- ☐ EVALUATION OF LEARNING
- ☐ SUPERVISION OF WORK/STUDY
- ☐ ACCESS TO MATERIALS
- ☐ ACCESS TO PEOPLE
- ☐ ACCESS TO INSTITUTIONS, PROGRAMS, LEARNING OPPORTUNITIES
- ☐ PROGRAM ADVISOR CANDIDATE
- ☐ OTHER \_\_\_\_\_

Note: CFC has not evaluated the information on this form, which is supplied by the Resource Person, and is not responsible for its accuracy.

The following is a personal statement by the Resource Person about thoughts and feelings on working with CFC learners:

Fee/Financial Arrangements \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Other Comments \_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_





# Campus-Free College

## PROGRAM ADVISORS

are located in more than 150 cities, towns, and rural areas in 34 states. These academic and professional people are available to help CFC students plan and carry out academic programs leading to Associate of Arts, Bachelor of Arts, and Master of Arts degrees. CFC is a candidate for accreditation with the Middle States Association of Colleges and Secondary Schools.

We recommend that you read the materials in this packet carefully and begin to develop your learning goals before contacting potential Program Advisors. The contact people listed below can help you get acquainted with the CFC process and begin your academic planning.

## FOR GENERAL INFORMATION

about Campus-Free College, please contact our Central Office at the address at the bottom of the sheet.

## FOR LOCAL INFORMATION

about CFC Program Advisors, and to discuss your own learning plans, we invite you to get acquainted with the regional contact people listed here. If you don't live near one of these contact people, please write or call the Washington office directly for help in finding a Program Advisor.

Albany, New York Area  
New England Regional Coordinator  
Carmen Cornute  
6825 Locust Grove Road  
Saratoga Springs, NY 12866

Amherst, Massachusetts Area  
John Morrison  
94 Gray Street  
Amherst, MA 01002  
413-256-6229

Atlanta, Georgia Area  
Kathryn Liss  
YWCA Women's Center  
45 Eleventh Street, NE  
Atlanta, Georgia 30309  
404-892-3476

Boston, Massachusetts Area  
Dave Rosen, Larry Lemmel, CFC  
14 Beacon Street  
Boston, MA 02108  
617-742-3060

Bridgeport, Connecticut Area  
Rick Davila  
700 Brookline Avenue  
Bridgeport, CT 06604  
203-579-2852

Canada  
Diane Brause  
2217 Oxford Street  
Montreal, P.Q., Canada  
514-487-7859

Chicago, Illinois Area  
Robert Jackson  
Suite 222, The Main  
845 Chicago Ave.  
**Evanston, IL 60202**  
312-475-1166

Denver, Colorado Area  
Rick Medrick  
2220 Birch Street  
Denver, CO 80207  
303-333-7831

Hartford, Connecticut Area  
Phil Tankel  
797 Framington Ave  
West Hartford, CT 06119  
203-523-7932

Manhattan, Kansas Area  
Sue Maes, Dave Hursh  
University For Man  
615 Fairchild Terrace  
Manhattan, KS 66502  
913-532-5866

New Haven, Connecticut Area  
Mike Vozick, Phil Werdell  
Training for Urban Alternatives  
829 Orange Street  
New Haven, CT 06503  
203-387-8141

New York City Area  
Geoffrey Neidler  
51 Montgomery Road  
Brooklyn, NY 11215  
212-783-1018 (hm)  
212-285-3347 (ofc)

Ohio Area  
Martha Woodland  
1330 West Blvd.  
Cleveland, Ohio 44101  
216-631-0604

Pennsylvania Area  
Barry Vernick  
Suite 8, 107 Forest Ave  
Narbereth, PA 19072  
215-667-3015

San Francisco, California Area  
Mike Rossman  
1741 Virginia  
Berkeley, CA 94703  
415-849-1154

Washington, D.C. Area  
Mike Searles, CFC  
1239 G Street, NW  
Washington, D.C. 20005  
202-347-0721

Feminist Network  
Cindy Soule  
Feminist Network Coordinator  
CFC, 14 Beacon Street  
Boston, MA 02108  
617-742-3060



I'D LIKE TO LEARN MORE ABOUT CAMPUS-FREE COLLEGE:

\_\_\_\_\_ Please send me a copy of the 1976-77 CFC Catalogue. I enclose payment of \$2.00.

\_\_\_\_\_ I'd like to talk with some enrolled students and their Program Advisors to find out what being a campus-free learner is really like. Please send the names and addresses of some student-advisor teams I can contact.

\_\_\_\_\_ I first heard about Campus-Free College from \_\_\_\_\_

\_\_\_\_\_ Please send student information on CFC to: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please mail to: CAMPUS-FREE COLLEGE, 1239 G Street NW, Washington, DC 20005  
Phone 202/ 347-0721

NAME \_\_\_\_\_ TELEPHONE \_\_\_\_\_

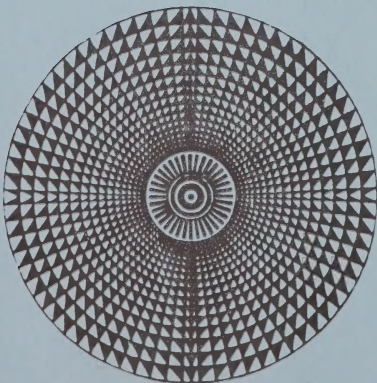
ADDRESS \_\_\_\_\_

Main academic interests/goals \_\_\_\_\_

Geographical preferences/limitations \_\_\_\_\_

Present activities/occupation/commitments/interests \_\_\_\_\_

\_\_\_\_\_



**Campus-Free College**

1239 G Street NW Washington DC 20005







# Campus-Free College Enrollment Form

## ADVISING AGREEMENT

Having discussed the roles of learners and Program Advisors, and understanding the needs of the learner and the services available from Campus-Free College, we hereby agree to cooperate in working toward the educational goals of the learner.

This agreement will remain in effect until modified or dissolved by our mutual agreement, or by Campus-Free College in the event we are unable to reach such a decision.

\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Signature of person taking financial responsibility for payment of fees, if other than learner

\_\_\_\_\_  
Program Advisor

\_\_\_\_\_  
Program Advisor's comments:

NAME Ragona, Marjorie F. (Rev.)  
last first

ADDRESS 44 Gartland Street,  
Jamaica Plain, Mass. 02130

TELEPHONE (617) 524-1727  
area code number

ENROLLMENT DATE

the first day of \_\_\_\_\_ 19 \_\_\_\_

DEGREE SOUGHT M.A.

ACADEMIC MAJOR Religion (Social Ethics)

## STATUS

- |                                                      |                                                                |
|------------------------------------------------------|----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Degree Candidate | <input type="checkbox"/> Special Student (please explain)      |
| <input type="checkbox"/> Full time                   | <input checked="" type="checkbox"/> Part time (please explain) |
| <input checked="" type="checkbox"/> Credit           | <input type="checkbox"/> Non-credit                            |

\_\_\_\_\_  
Explanation of items above:

Time does not permit me to enroll in a seminary, neither does money. Also, there would be some question of dealing with the homosexuality at a great many seminaries. I would like to further my education within what is essentially a Metropolitan Community Church emphasis, rather than another denominational school. This way I can structure my time and learning efforts around my job, my position at the church, and my family.

PLEASE NOTE: An enrollment fee of \$35.00 must accompany this form.

\_\_\_\_\_  
Please read the reverse side of this form.



**FEE SCHEDULE**

ENROLLMENT FEE . . . . . \$ 35  
Payable at the time of Enrollment.  
Please attach to this form.

**QUARTERLY FEES**

Credit students, full time  
\$400 for the first quarter  
\$375 for other quarters

Credit students, half time  
\$300 for the first quarter  
\$260 for other quarters

Non-credit students, full time  
\$300 for the first quarter  
\$200 for other quarters

Non-credit students, half time  
\$200 for the first quarter  
\$125 for other quarters

**TO BE COMPLETED BY PROGRAM ADVISOR**

1. This learner has completed an academic program in a secondary school and thus comes under CFC's regular admission policy. I have verified the following information about his/her secondary education:

Name of School \_\_\_\_\_

Town and State \_\_\_\_\_

Year of Graduation \_\_\_\_\_

Check if diploma was awarded \_\_\_\_\_

☐ I request that CFC verify this information.

2. This learner has not completed an academic program in a secondary school. However, I believe he/she has an equivalent education and the ability to undertake a collegiate program in Campus-Free College. Thus I am waiving the regular admission requirement for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. This learner has attended the following postsecondary institutions prior to enrolling in Campus-Free College:

Tulane University -New Orleans, La.

\_\_\_\_\_  
\_\_\_\_\_

☒ Please check if transcripts have been requested for CFC's use.

TO BE COMPLETED BY LEARNER: Please provide the following statistical data required by the U.S. Office of Education.

1. Race White

2. Sex Female

3. Age 48

4. Marital Status Divorced

5. Number of children Three

6. Level of Enrollment in CFC:

\_\_\_\_\_ first year

\_\_\_\_\_ second year

\_\_\_\_\_ third year

\_\_\_\_\_ fourth year

X master's

Please send to: Campus-Free College, 1239 G Street, N.W., Washington, D.C. 20005

## Registration Commitment 1977-78

|              |                  |                 |              |
|--------------|------------------|-----------------|--------------|
| 1 March 1977 | 1 July 1977      | 1 November 1977 | 1 March 1978 |
| 1 April 1977 | 1 August 1977    | 1 December 1977 | 1 April 1978 |
| 1 May 1977   | 1 September 1977 | 1 January 1978  | 1 May 1978   |
| 1 June 1977  | 1 October 1977   | 1 February 1978 | 1 June 1978  |

|                                          |                                          |                            |                            |                                          |
|------------------------------------------|------------------------------------------|----------------------------|----------------------------|------------------------------------------|
| <u>          </u> 1st year               | <u>          </u> 2nd year               | <u>          </u> 3rd year | <u>          </u> 4th year | <u>          </u> X 5th year (M.A.)      |
| <u>          </u> Full Time              | <u>          </u> Three Quarter Time     |                            |                            | <u>          </u> X Half Time            |
| <u>          </u> 30-36 credits per year | <u>          </u> 20-30 credits per year |                            |                            | <u>          </u> 15-18 credits per year |

TO STUDENTS: Please initial each of the following statements and sign on the line at the bottom, to indicate that you understand that:

- mfr 1. I am financially committing myself to the total cost of the number of credits above.
- mfr 2. I will automatically be billed according to the schedule I indicated at the top of this page, unless I notify CFC's financial office 30 days prior to the beginning of a scheduled quarter.
- mfr 3. Financial assistance from any source (BEOG, NDSL, FISL, and others) will automatically be credited to my account to pay the fees established by the College for the number of hours shown above.
- mfr 4. Any financial assistance awarded over and above the fees for the hours registered will be disbursed to me through established College procedures.
- mfr 5. If I withdraw prior to completion of the hours registered for, I am still obligated for the funds awarded to me, and thus the repayment of such funds, as required.
- mfr 6. If my financial assistance includes a loan, I, and not my parents, am responsible for repaying the loan.

Student Marjorie F. Ragone Date \_\_\_\_\_

Program Advisor \_\_\_\_\_ Date \_\_\_\_\_

CFC Central Office Staff \_\_\_\_\_ Date \_\_\_\_\_

Person responsible for payment  
of fees, if other than student \_\_\_\_\_ Date \_\_\_\_\_



## QUARTERLY FEES

These fees cover services of the Program Advisor, staff and (for credit students) Academic Council. They are due and payable prior to the beginning of each Quarter during which a student is enrolled.

| Credit Students                             | First Quarter |       |              | Other Quarters |       |              | 9-month Year (3 Quarters) |       |                |
|---------------------------------------------|---------------|-------|--------------|----------------|-------|--------------|---------------------------|-------|----------------|
|                                             | PA*           | Ad.** | Total        | PA             | Ad.   | Total        | PA                        | Ad.   | Total          |
| Full-Time<br>(10-12 credits<br>per Quarter) | \$200         | \$200 | <u>\$400</u> | \$150          | \$225 | <u>\$375</u> | \$500                     | \$650 | <u>\$1,150</u> |
| Half-Time<br>(5-6 credits<br>per Quarter)   | \$150         | \$150 | <u>\$300</u> | \$100          | \$160 | <u>\$260</u> | \$325                     | \$495 | <u>\$ 820</u>  |

## Non-Credit Students

|           |       |       |              |       |       |              |       |       |               |
|-----------|-------|-------|--------------|-------|-------|--------------|-------|-------|---------------|
| Full-Time | \$175 | \$125 | <u>\$300</u> | \$125 | \$ 75 | <u>\$200</u> | \$425 | \$275 | <u>\$ 700</u> |
| Half-Time | \$125 | \$ 75 | <u>\$200</u> | \$ 75 | \$ 50 | <u>\$125</u> | \$275 | \$175 | <u>\$ 450</u> |

Note: in the above table, \*PA = portion of fee paid by Campus-Free College to Program Advisor.  
\*\*Ad. = portion of fee retained by CFC for administrative and Academic Council expenses.

Underlined amounts = amounts paid to CFC. The college pays the Program Advisor and Monitor for services each Quarter.

## REFUNDS

Refunds to students who notify the college, in writing, of their desire to withdraw from CFC will be made at the following rates:

| <u>Notification Received</u>        | <u>Percent of Quarterly Fee Refunded</u> |
|-------------------------------------|------------------------------------------|
| during 1st and 2nd weeks of Quarter | 75%                                      |
| during 3rd and 4th weeks of Quarter | 42%                                      |
| during 5th week of Quarter          | 13.75%                                   |
| during or after the 6th week        | 0                                        |

## CAMPUS-FREE COLLEGE

1239 G Street, N.W., Washington, D.C. 20005  
Telephone 202 - 347 - 0721

# Campus-Free College Curriculum Plan

Please read instructions on reverse side.  
Write your curriculum plan in this space.  
Use additional paper as necessary

1. "Where I Am Now." I am a graduate of Tulane University, New Orleans, La. with a B.A. in Social Science and 40 hours in education. My major concentration was in American Studies, including history, political science, sociology, and literature. My major interest for many years has been history, and I have read a great deal and written papers on the history of the church in America. I read a great deal. I write fairly easily. I also read and write Spanish fairly fluently. I do not speak Spanish, however.

I am the Assistant/Associate Pastor of the Metropolitan Community Church of Boston, and have just been licensed to the ministry in MCC. I spent three years as a ministerial intern; two years in New York City at the MCC there, and one year at Boston. I have taught Old and New Testament at MCC-N.Y., and I regularly preach and teach at MCC-Boston. I am preparing myself to teach at the MCC seminary (Samaritan) at Los Angeles, Calif.

I have been for many years a medical research assistant, and am employed as such now at Tufts-New England Medical Center. I have an assortment of administrative skills, type, research, edit papers, etc. as part of my daily work.

I am familiar with printing and publishing, can do layout and paste-up of brochures, booklets, etc. (I did all the typing and pasteup on my book.)

I am the author of a number of papers and materials dealing with feminism and the Christian church: "Sexism and Christian Ethics," "Men, Women and the Bible," and a booklet How To Desex Your Local Hymnal: A Definitive Guide to 750 Hymns. The two articles are included in a book, Feminist Views of Christianity, which was compiled by Jennie Bull of MCC-Washington, D.C.

My ministry at MCC is probably the most important thing right now, and I wish to learn more

Name Marjorie F. Ragona (Rev.)

Program Advisor \_\_\_\_\_

Date Submitted \_\_\_\_\_

Estimated Completion \_\_\_\_\_

Degree Sought M.A.

Type of Curriculum Submitted:

☒ Preliminary

☐ Final

☐ Final Revision

Staff/Academic Council Action:

Student's Signature \_\_\_\_\_

Program Advisor's Signature \_\_\_\_\_



## INSTRUCTIONS

This form describes your total academic program, from enrollment to graduation. CFC recommends that you begin work on this plan as soon as possible, even though your first drafts may not be as clear or complete as you would like.

Preliminary Curriculum Plans are submitted no later than six months after enrollment. This plan indicates the general direction of your academic work, and includes as much specific information as possible. Your Monitor will review this plan and send you comments on it for use in further planning. The College considers your Preliminary plan a "work in progress," not a static, unchangeable document. The plan will probably change as you gather information and clarify your goals.

Final Curriculum Plans are submitted no later than 1 year prior to graduation (by the end of the second quarter, for Master's degree candidates). A curriculum plan is "Final" when it can be described in detail, and when no further major changes are anticipated. The Academic Council reviews each student's Final Curriculum, and Council approval means that you will be eligible for the degree you seek when the plan has been completed and your learning goals met.

Final Curriculum Revisions describe changes in your plan made after the Council has approved it. These changes also require Academic Council approval.

-----

### WRITING A CURRICULUM PLAN

Curriculum plans have three major sections. The College recommends that you write the following sections in the order given. Please begin each section with the corresponding number and underlined phrase listed below.

1. "Where I Am Now." This section summarizes your past and present learning. Please describe what you can do (skills, accomplishments) and what you like to do (interests). Describe yourself as a learner: strengths, weaknesses, preferred ways of learning.

2. "My CFC Learning Goals." This section explains what you expect to accomplish while enrolled. Describe yourself as you hope to be at the end of your studies: What kinds of personal changes do you want to make: What work do you want to prepare yourself to do? What kinds of information, insights, understandings, or competencies do you want to have? Discuss your goals in detail, so CFC will understand the kinds of learning you will need to do in order to reach them.

3. "My Plan for Reaching My Goals." This is the main section of the curriculum. Here, you describe how you expect to move from where you are now (Section 1) to where you want to be at graduation (Section 2). Please include the following:

a) Learning Activities: the classes, tutorials, apprenticeships, readings, on-the-job learning, and other activities you plan to undertake.

b) Learning Resources: the libraries, laboratories, equipment, training programs, teachers, tutors, job supervisors you will need contact with, and their approximate cost.

c) Learning Projects: if this is your Final Curriculum include the titles and a brief description of each learning project, and a chart showing their approximate beginning and ending dates.



that will be of benefit to MCC, particularly at their Seminary (Samaritan) at Los Angeles. I enjoy writing, scholarship, and speaking to groups either as teacher or as preacher. I am a good teacher, a good lecturer (funny!) and enjoy working with students.

I prefer learning my own way, which is usually by teaching. I have discovered that I learn more by preparing papers, lectures, etc. for the use of others and that it is through this method that I find the discipline to gather information, synthesize it, and produce a body of work. I enjoy reading and find real pleasure in scholarship. I do not enjoy taking tests, although I seem to test well. I enjoy being assigned topics to research -- often taking on things that I did not realize I would be interested in and doing well, particularly if I hit them from an unexpected angle. For example, I once wrote a paper for American English on the Old Testament symbolism in Billy Budd. Most Biblical symbolism papers are written about the New Testament symbolism in Melville's short novel.

2. "My CFC Learning Goals." I expect my program to fit me for the Christian ministry in Metropolitan Community Church. I hope that I will have learned a good bit about social ethics, church history, and some things about the New Testament world in order to be able to teach undergraduate students at our seminary in California. I would also hope to be a decent counselor for gay undergraduates, both in and out of our seminary, helping them to prepare themselves for the ministry. As one of the few older ministers in MCC, I can see some value in my perspective on gay life for our younger ministers and seminarians. I would hope that I would be less impatient learning through CFC than through a standard seminary. I would like to be able to work at my own speed so that I can test my own theories about learning for the benefit of the people I will be working with. I would like to be able to complete my ministerial studies with greater insight into the "hidden agenda's" of the Christian church, so that social ethics (Christian ethics) will have more meaning for the gay community. At this point in time, Christian ethics very often merely means saying "no" to gay people: "No, you may not be yourself," "No, you may not make meaningful relationships and have them validated by society," and "No, you may not work toward your own dignity as a human being." I would like to encompass Christianity and Gay Liberation in the field of social ethics, along with some real study on the problem of death and dying (which in the gay world often means separation from the loved one prior to death because that person is not the next of kin), sexuality and ethics, and ethical relationships outside of marriage. I would also like to work in the field of "Liberation Theology" as defined by Rosemary Radford Ruether -- where she describes Black theology, Third World theology, and feminist theology as part of the same liberation movement within Christianity.

3. "My Plan for Reaching My Goals."

a. Learning Activities: I will need to take some classes, possibly via Harvard Extension in Greek, ancient history, counseling, etc. I am currently acting as Assistant Pastor of a church, which is the best possible apprenticeship I can undertake. I would like a tutorial program in social ethics. I expect to continue my reading, writing, etc. in feminist theology. I will be teaching a number of courses at the church for their student ministers: Old Testament, New Testament, Introduction to Doctrine, Polity. I will need some supervised work as a counselor -- either through the Homosexual Community Health Service or the church. This might also be arranged through one of the women's centers. Most of the courses in practice will be learned by on-the-job training, as will homiletics.





b. Learning Resources: If I am enrolled at Harvard for one or two classes through the Extension Division I will have the Harvard library available. The church itself will act as a laboratory. I will not need too much equipment -- a library and a Bible will do for starts. I have access to a typewriter at work and can work in my office both before and after regular working hours (and do).

I will need access to teachers and tutors -- particularly social ethicists. I have access to a supervisor, my pastor, for practices and other on-the-job-training. The PA, if a social ethicist, would be the most practical way of getting the supervision I need. Reading lists, bibliographies, etc. would be valuable. Suggestions for papers and research areas would be helpful. I have no idea what these things will cost.

c. Learning Projects: By July 1979, I expect to complete a major paper "The Word Made Flesh" which will deal with inclusive language and theology, with some of the bases being theology, linguistics, feminism, history and anthropology. This is already underway. I would hope that this would be acceptable as a Master's thesis. I expect it to be book length. The outline is appended hereto.

I would like to bring out a second edition of Desexing Your Local Hymnal, which would include at least 3-4 more traditions. It now is based on Fundamentalist-Evangelical and Methodist Hymnals. I would like to include Episcopal, Presbyterian, UCC (The Pilgrim Hymnal), and the Lutheran Hymnals. I am also engaged in helping to prepare a degendered hymnal for MCC, and the combination of the two would make the problem of inclusive language moot, at least in MCC churches. This might also be of value to other churches. (This takes a great deal of work and should be worth some kind of credit.)

I have no other plans immediately for learning projects. I would expect to write something dealing with the Biblical materials generally used to exclude homosexuals from Christianity, and possibly something dealing with homophobia -- but these are actually not major interests.

I would like to work on the supervision of students for the ministry, particularly either older adults or students who are ill-prepared for ministry by lack of education, faulty preparation, etc. I am already engaged in writing such material, and would like to complete that.

I would like to write some independent learning courses which our seminary can administer by mail -- mainly because our people are so separated by space and by sexual orientation from many seminaries. Some of these would be in women's studies, some in Church history, others in Christian education.

I would like to write some materials for the children of gay parents, particularly from an inclusive theology viewpoint (God not as male deity, Jesus not as Son, etc.)

I am not familiar enough with the formal study of social ethics, except via Black Theology to be able to define learning projects beyond this. I would, of course, expect to read a good deal more in Black Theology, ie Cone, etc. to be able to use them as analogies.





# 277 Campus-Free College

I expect to take the two examinations offered by Samaritan Theological Institute: Bible and Church Polity.

I expect to take New Testament Greek, for at least one year, if not more.

The Board of Trustees of the Samaritan Theological Institute, Inc. has approved the following:

1. The Board of Trustees

2. The Board of Trustees

The Board of Trustees of the Samaritan Theological Institute, Inc. has approved the following:

The Board of Trustees

| First Year | First Quarter |     |       | Other Quarters |     |       | What month year |     |       |
|------------|---------------|-----|-------|----------------|-----|-------|-----------------|-----|-------|
|            | PA            | AS  | Total | PA             | AS  | Total | PA              | AS  | Total |
|            | 100           | 100 | 200   | 100            | 100 | 200   | 100             | 100 | 200   |

| First Year | First Quarter |     |       | Other Quarters |     |       | What month year |     |       |
|------------|---------------|-----|-------|----------------|-----|-------|-----------------|-----|-------|
|            | PA            | AS  | Total | PA             | AS  | Total | PA              | AS  | Total |
|            | 100           | 100 | 200   | 100            | 100 | 200   | 100             | 100 | 200   |

| First Year | First Quarter |     |       | Other Quarters |     |       | What month year |     |       |
|------------|---------------|-----|-------|----------------|-----|-------|-----------------|-----|-------|
|            | PA            | AS  | Total | PA             | AS  | Total | PA              | AS  | Total |
|            | 100           | 100 | 200   | 100            | 100 | 200   | 100             | 100 | 200   |

| First Year | First Quarter |     |       | Other Quarters |     |       | What month year |     |       |
|------------|---------------|-----|-------|----------------|-----|-------|-----------------|-----|-------|
|            | PA            | AS  | Total | PA             | AS  | Total | PA              | AS  | Total |
|            | 100           | 100 | 200   | 100            | 100 | 200   | 100             | 100 | 200   |

The Institute has been in existence since September 1, 1970. The Board of Trustees, the Institute was established January 1, 1971.

It is the policy of the Institute to accept students on a non-residential basis.

The Institute

has been established

*[Handwritten signature]*



I expect to have the two specimens returned by January 1st.  
I expect to have the two specimens returned by January 1st.  
I expect to have the two specimens returned by January 1st.

JUL 28 1977

# CFC Campus-Free College

Central Office  
1239 G Street NW Washington, DC 20005

202 -347 -0721

July 12, 1977

To: All Program Advisors, Students, Area Coordinators, and Academic Council

From: Sue Sinnamon

RE: Tuition Increase

The Board of Trustees at the June 24, 1977 meeting authorized a tuition increase of \$100 per academic year.

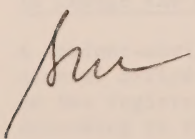
The new fees are:

| Full Time               | First Quarter |       |              | Other Quarters |       |              | Nine month year |       |               |
|-------------------------|---------------|-------|--------------|----------------|-------|--------------|-----------------|-------|---------------|
|                         | PA            | AD    | Total        | PA             | AD    | Total        | PA              | AD    | Total         |
|                         | \$200         | \$235 | <u>\$435</u> | \$150          | \$260 | <u>\$410</u> | \$500           | \$750 | <u>\$1250</u> |
| Part Time               | First Quarter |       |              | Other Quarters |       |              | Nine month year |       |               |
|                         | PA            | AD    | Total        | PA             | AD    | Total        | PA              | AD    | Total         |
|                         | 150           | 185   | <u>335</u>   | 100            | 195   | <u>295</u>   | 350             | 575   | <u>925</u>    |
| Full Time<br>Non-Credit | First Quarter |       |              | Other Quarters |       |              | Nine month year |       |               |
|                         | PA            | AD    | Total        | PA             | AD    | Total        | PA              | AD    | Total         |
|                         | 175           | 160   | <u>335</u>   | 125            | 115   | <u>235</u>   | 425             | 375   | <u>800</u>    |
| Half Time<br>Non-Credit | First Quarter |       |              | Other Quarters |       |              | Nine month year |       |               |
|                         | PA            | AD    | Total        | PA             | AD    | Total        | PA              | AD    | Total         |
|                         | 125           | 115   | <u>235</u>   | 75             | 85    | <u>160</u>   | 275             | 275   | <u>550</u>    |

The increase goes into effect for new students September 1, 1977. For continuing students, the increase goes into effect January 1, 1978.

If you have questions, please feel free to call me.

Sue Sinnamon  
Administrative Affairs







# CFC Campus-Free College

Central Office  
1239 G Street NW Washington, DC 20005

202 -347 -0721

April 15, 1977

To: CFC Students and Program Advisors  
From: Sue Sinnamon, Central Office Staff  
RE: Financial/Enrollment Information

Please Note: The following information supercedes all previous financial and enrollment policies and procedures which may differ from it, including those in the 1976-77 CFC Catalogue. These new policies and procedures become effective on May 15, 1977.

## Introduction

The following policies and procedures, some of them new, have been developed by the CFC staff:

- 1) to provide additional planning opportunities for student-advisor teams;
- 2) to assist CFC's Financial Aid office in meeting requirements of the U.S. Office of Education and other federal information requests;
- 3) to help CFC plan its own staff and other needs so that services can be provided based on anticipated enrollment.

## New Enrollment Form (for newly-enrolling students only)

When students and Program Advisors agree to work together, they send in the new Enrollment Form (copy attached). On this form they indicate the date on which their first quarter will begin.

## Registration Commitment Form (for all students)

When a student and Program Advisor actually begin working together, they send the Registration Commitment Form to the Central Office with the student's first tuition payment.

A copy of this form is attached to this memo. The Registration Commitment form asks the student and Program Advisor to plan for one academic year, or three quarters. This form will tell the central office when to bill each student, and for what amount.

## To Change the Dates of Quarters

A student-advisor team may change the date of any quarter by notifying the central office 30 days prior to the beginning of the scheduled quarter shown on the Registration Commitment form. CFC will automatically bill students according to the schedule on this form unless we are notified to the contrary.



### Payment Deadlines and Late Charges

All fees are due before the first day of the quarter. Students whose payments arrive at the Central Office after the fifth day of the quarter will be charged a \$2.50 late fee. If payment has not been received by the 15th day of the quarter, the student will be withdrawn and the fees owed the college will be based on the college's refund policy (see below).

### Monthly Payment of Fees

Monthly payments are still possible. These require approval of the Program Advisor and the CFC business office.

### Leave of Absence Fees

Students will be billed monthly at the rate of \$5.00 per month while on leave of absence.

### Change of Program Cards

CFC will provide these cards for indicating changes of quarterly dates, leaves of absence, and financial and enrollment changes. Cards will be sent to all Program Advisors, who are responsible for distributing them to their students. Change of Program Cards require the signatures of student and Program Advisor.

### Refund Policy Changes

The following new policy will become effective on May 15, 1977:

- First through second week: 75% of tuition
- Third through fourth week: 42% of tuition
- Fifth week: 13.75% of tuition

### Quarterly Enrollments

Students may continue to enroll one quarter at a time. However, they must notify the central office of the beginning date of each subsequent quarter one month before the quarter begins, or they will be terminated at the end of the quarter and required to re-enroll. Termination means that all CFC services will end on the last day of the quarter. CFC no longer assumes that students will automatically re-enroll unless we have a Registration Commitment form from student and PA.

### Program Planning

At the end of the second quarter of enrollment, CFC will request that each student advisor team plan a schedule for the remainder of the degree program. Forms for this purpose are being prepared and will be sent to students and Program Advisors.

### PA Payment Schedule

For students paying by the quarter: Program Advisors are paid in two installments each quarter. The first half of their quarterly payment is paid when the student's fee has been received. The second half is paid when the central office has received a quarterly report from the student/advisor team.

For students paying by the month: PA payments are made monthly.

Program Advisors who elect to waive part or all of their fees must inform the business office of this in writing. PAs who work in teams and share their fees should designate a "PA of record", who will receive the PA payments and may distribute these as required.

Program Advisor payments are handled once a month by the CFC business office. PAs should expect to receive payments within six weeks of the date of enrollment or receipt of quarterly reports.

### Financial Aid Applications

CFC Financial Aid Application forms for 1977-78 are now available upon request from the central office. Students must also file Financial Aid Forms with the College Scholarship Service office in Princeton, NJ. These may also be obtained from the central office.

A.A. and B.A. degree students should apply for Basic Educational Opportunity Grants (BEOGs). Applications for these are available from CFC or from any college financial aid office.

A.A., B.A. and M.A. students should investigate the Guaranteed/Federally Insured Loan Programs, which are available in every state. Local banks and/or the state's student assistance office can provide information on these.



The first part of the report is devoted to a description of the work done during the last year. It is divided into two main sections: a general summary of the work and a detailed account of the results of the various experiments. The general summary is given in the first section, and the detailed account is given in the second section. The general summary is given in the first section, and the detailed account is given in the second section. The general summary is given in the first section, and the detailed account is given in the second section.

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# Campus-Free College Financial Aid Application

1239 G Street, N.W., Washington D.C. 20005 (202) 347-0721

- Note: 1. Financial Aid awards are based on the financial need of students and funds available.
2. All applicants must submit a Financial Aid Form to College Scholarship Service.
3. Please print.

## PERSONAL DATA

1. Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Last First Middle
2. Current Address: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_
3. Permanent Address: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_
4. Date of birth: \_\_\_\_\_ Place of birth: \_\_\_\_\_  
Social Security number: \_\_\_\_\_
5. Statistical data required by the Office of Education: Race: \_\_\_\_\_  
Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Marital Status: \_\_\_\_\_ Number of children: \_\_\_\_\_
6. If you are divorced or separated,  
are you making support payments? \_\_\_\_\_ Amount per year: \_\_\_\_\_  
are you receiving support payments? \_\_\_\_\_ Amount per year: \_\_\_\_\_
7. Will you reside with parents during the school year? \_\_\_\_\_
8. Are you receiving Medicare, Medicaid, or Social Security Benefits? \_\_\_\_\_  
If so, how much do you receive per month? Medicare, \$ \_\_\_\_\_  
Medicaid, \$ \_\_\_\_\_ Social Security, \$ \_\_\_\_\_
9. If you are married, is your spouse enrolled in post-secondary school? \_\_\_\_\_  
Is he/she applying for financial aid? \_\_\_\_\_ Please indicate the name and  
address of the institution: \_\_\_\_\_



- 

Date graduated: \_\_\_\_\_ or date GED received: \_\_\_\_\_

2. List colleges or professional schools attended.
- | Name: | City, State: | Dates attended: |
|-------|--------------|-----------------|
|-------|--------------|-----------------|

City, State:

Dates attended:

1. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Date graduated: \_\_\_\_\_ Degree(s) earned: \_\_\_\_\_

3. Did you receive financial aid? \_\_\_\_\_

Amount:

Type:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

4. Date of Enrollment in CFC. \_\_\_\_\_

5. Will you be full time? \_\_\_\_\_ part time: \_\_\_\_\_

At what level will you be enrolled?

first year      second yr.      third yr.      fourth yr.      M.A. \_\_\_\_\_

### FINANCIAL AID INFORMATION

1. Aid is requested for: 1 quarter \_\_\_\_\_ 2 quarters \_\_\_\_\_ 3 quarters \_\_\_\_\_

2. If you are an undergraduate, have you applied for a Basic Educational Opportunity Grant (BEOG)? \_\_\_\_\_ If not, please explain: \_\_\_\_\_

5. Have you applied for a Guaranteed/Federally Insured Student Loan through your bank? \_\_\_\_\_ If not, please explain: \_\_\_\_\_

4. Would you accept a National Direct Student Loan? \_\_\_\_\_ If not, please explain:

5. What are your average summer earnings? \_\_\_\_\_

How much will you be able to contribute to your tuition? \_\_\_\_\_

6. Will you be working while enrolled in CFC? \_\_\_\_\_ If so, how many hours per week do you work? \_\_\_\_\_ How much per hour do you earn? \_\_\_\_\_ If you were awarded a College Work Study job, would you accept it? \_\_\_\_\_

7. Have you filed a Financial Aid Form with the College Scholarship Service? \_\_\_\_\_

If not, please explain: \_\_\_\_\_

(Name of Institution)

(Signature: sign in presence of entry)

(Student's period covered by 8095(s))

(month)

(year)

(month)

(year)

day of

19

By completion of this form

(Signature of Notary Public)

(Signature of Notary Public)



# CFC Campus-Free College

Dear Student,

Please fill out, sign, and have notarized the following affidavit. This form should be returned to the College offices, attention Sue Sinnamon.

## AFFIDAVIT

I hereby affirm that any funds received under the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, the College-Work-study, the National Direct Student Loan, or the Guaranteed/Federally Insured Loan Programs will be used solely for expenses related to attendance or continued attendance at

\_\_\_\_\_  
(Name of Institution)

Date: \_\_\_\_\_

\_\_\_\_\_  
(Signature: sign in presence of Notary)

Academic period covered by award(s) \_\_\_\_\_ 19 \_\_\_\_\_ to \_\_\_\_\_ 19 \_\_\_\_\_  
(month) (year) (month) (year)

Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_\_.

SEAL

My commission expires: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Notary Public)

\_\_\_\_\_  
(Address of Notary Public)

# Campus-Free College Enrollment Form

## ADVISING AGREEMENT

Having discussed the roles of learners and Program Advisors, and understanding the needs of the learner and the services available from Campus-Free College, we hereby agree to cooperate in working toward the educational goals of the learner.

This agreement will remain in effect until modified or dissolved by our mutual agreement, or by Campus-Free College in the event we are unable to reach such a decision.

\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Signature of person taking financial responsibility for payment of fees, if other than learner

\_\_\_\_\_  
Program Advisor

\_\_\_\_\_  
Program Advisor's comments:

NAME Ragona, Marjorie F. (Rev.)  
last first

ADDRESS 44 Gartland Street,  
Jamaica Plain, Mass. 02130

TELEPHONE (617) 524-1727  
area code number

ENROLLMENT DATE

the first day of \_\_\_\_\_ 19 \_\_\_\_

DEGREE SOUGHT M.A.

ACADEMIC MAJOR Religion (Social Ethics)

## STATUS

- |                                                      |                                                                |
|------------------------------------------------------|----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Degree Candidate | <input type="checkbox"/> Special Student (please explain)      |
| <input type="checkbox"/> Full time                   | <input checked="" type="checkbox"/> Part time (please explain) |
| <input checked="" type="checkbox"/> Credit           | <input type="checkbox"/> Non-credit                            |

\_\_\_\_\_  
Explanation of items above:

Time does not permit me to enroll in a seminary, neither does money. Also, there would be some question of dealing with the homosexuality at a great many seminaries. I would like to further my education within what is essentially a Metropolitan Community Church emphasis, rather than another denominational school. This way I can structure my time and learning efforts around my job, my position at the church, and my family.

PLEASE NOTE: An enrollment fee of \$35.00 must accompany this form.

\_\_\_\_\_  
Please read the reverse side of this form.



# University of California San Diego

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_

Telephone \_\_\_\_\_  
 E-mail \_\_\_\_\_

Date \_\_\_\_\_  
 Page \_\_\_\_\_

Subject \_\_\_\_\_  
 Section \_\_\_\_\_

Instructor \_\_\_\_\_  
 Student ID \_\_\_\_\_

Course Number \_\_\_\_\_  
 Course Title \_\_\_\_\_

Section Number \_\_\_\_\_  
 Section Title \_\_\_\_\_

Date \_\_\_\_\_  
 Page \_\_\_\_\_

I am a \_\_\_\_\_  
 ( ) Graduate Student  
 ( ) Undergraduate Student

I am a \_\_\_\_\_  
 ( ) Full-time Student  
 ( ) Part-time Student

I am a \_\_\_\_\_  
 ( ) Freshman  
 ( ) Sophomore  
 ( ) Junior  
 ( ) Senior

I am a \_\_\_\_\_  
 ( ) Male  
 ( ) Female

I am a \_\_\_\_\_  
 ( ) White  
 ( ) Black  
 ( ) Asian  
 ( ) Hispanic  
 ( ) Other

I am a \_\_\_\_\_  
 ( ) Male  
 ( ) Female

I am a \_\_\_\_\_  
 ( ) White  
 ( ) Black  
 ( ) Asian  
 ( ) Hispanic  
 ( ) Other

I am a \_\_\_\_\_  
 ( ) Freshman  
 ( ) Sophomore  
 ( ) Junior  
 ( ) Senior

I am a \_\_\_\_\_  
 ( ) Full-time Student  
 ( ) Part-time Student

I am a \_\_\_\_\_  
 ( ) Graduate Student  
 ( ) Undergraduate Student

I am a \_\_\_\_\_  
 ( ) Male  
 ( ) Female

I am a \_\_\_\_\_  
 ( ) White  
 ( ) Black  
 ( ) Asian  
 ( ) Hispanic  
 ( ) Other

Please print your name and address on this line.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Registration Commitment 1977

CIRCLE THE DATES of the beginning of each of your three quarters:

|              |                         |                       |                   |
|--------------|-------------------------|-----------------------|-------------------|
| 1 March 1977 | 1 July 1977             | 1 November 1977       | 1 March 1978      |
| 1 April 1977 | 1 August 1977           | 1 December 1977       | 1 April 1978      |
| 1 May 1977   | <u>1 September 1977</u> | <u>1 January 1978</u> | <u>1 May 1978</u> |
| 1 June 1977  | 1 October 1977          | 1 February 1978       | 1 June 1978       |

STATUS (please check one item on each line)

1st year 2nd year 3rd year 4th year X 5th year (M.A.)  
Full Time Three Quarter Time X Half Time  
30-36 credits per year 20-30 credits per year 15-18 credits per year

IN SIGNING THIS DOCUMENT, I am registering for \_\_\_\_\_ credit hours. I understand that the titles and subject matter of my learning projects will be planned by my Program Advisor and me, in accordance with the degree requirements of Campus-Free College, but that the total number of credits contracted for may not be less than the number above.

TO STUDENTS: Please initial each of the following statements and sign on the line at the bottom, to indicate that you understand that:

- mfr 1. I am financially committing myself to the total cost of the number of credits above.
- mfr 2. I will automatically be billed according to the schedule I indicated at the top of this page, unless I notify CFC's financial office 30 days prior to the beginning of a scheduled quarter.
- mfr 3. Financial assistance from any source (BEOG, NDSL, FISL, and others) will automatically be credited to my account to pay the fees established by the College for the number of hours shown above.
- mfr 4. Any financial assistance awarded over and above the fees for the hours registered will be disbursed to me through established College procedures.
- mfr 5. If I withdraw prior to completion of the hours registered for, I am still obligated for the funds awarded to me, and thus the repayment of such funds, as required.
- mfr 6. If my financial assistance includes a loan, I, and not my parents, am responsible for repaying the loan.

## SIGNATURES

Student Margorie F. Ragone Date \_\_\_\_\_

Program Advisor \_\_\_\_\_ Date \_\_\_\_\_

CFC Central Office Staff \_\_\_\_\_ Date \_\_\_\_\_

Person responsible for payment of fees, if other than student \_\_\_\_\_ Date \_\_\_\_\_



1. The purpose of this document is to provide information regarding the security of the system. It is intended for use by personnel who are responsible for the operation and maintenance of the system.

2. This document contains information that is classified as "Confidential" under the security policy. It is to be controlled and handled in accordance with the security policy and procedures.

3. The information contained in this document is to be used for the purpose of maintaining the security of the system. It is not to be used for any other purpose.

4. The information contained in this document is to be kept confidential and is not to be disclosed to unauthorized personnel.

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17. The information contained in this document is to be used for the purpose of maintaining the security of the system. It is not to be used for any other purpose.

18. The information contained in this document is to be kept confidential and is not to be disclosed to unauthorized personnel.

# Campus-Free College Curriculum Plan

Please read instructions on reverse side.  
Write your curriculum plan in this space.  
Use additional paper as necessary

1. "Where I Am Now." I am a graduate of Tulane University, New Orleans, La. with a B.A. in Social Science and 40 hours in education. My major concentration was in American Studies, including history, political science, sociology, and literature. My major interest for many years has been history, and I have read a great deal and written papers on the history of the church in America. I read a great deal. I write fairly easily. I also read and write Spanish fairly fluently. I do not speak Spanish, however.

I am the Assistant/Associate Pastor of the Metropolitan Community Church of Boston, and have just been licensed to the ministry in MCC. I spent three years as a ministerial intern; two years in New York City at the MCC there, and one year at Boston. I have taught Old and New Testament at MCC-N.Y., and I regularly preach and teach at MCC-Boston. I am preparing myself to teach at the MCC seminary (Samaritan) at Los Angeles, Calif.

I have been for many years a medical research assistant, and am employed as such now at Tufts-New England Medical Center. I have an assortment of administrative skills, type, research, edit papers, etc. as part of my daily work.

I am familiar with printing and publishing, can do layout and paste-up of brochures, booklets, etc. (I did all the typing and pasteup on my book.)

I am the author of a number of papers and materials dealing with feminism and the Christian church: "Sexism and Christian Ethics," "Men, Women and the Bible," and a booklet How To Desex Your Local Hymnal: A Definitive Guide to 750 Hymns. The two articles are included in a book, Feminist Views of Christianity, which was compiled by Jennie Bull of MCC-Washington, D.C.

My ministry at MCC is probably the most important thing right now, and I wish to learn more

Name Marjorie F. Ragona (Rev.)

Program Advisor \_\_\_\_\_

Date Submitted \_\_\_\_\_

Estimated Completion \_\_\_\_\_

Degree Sought M.A.

Type of Curriculum Submitted:

☒ Preliminary

☐ Final

☐ Final Revision

Staff/Academic Council Action:

Student's Signature \_\_\_\_\_

Program Advisor's Signature \_\_\_\_\_





## INSTRUCTIONS

This form describes your total academic program, from enrollment to graduation. CFC recommends that you begin work on this plan as soon as possible, even though your first drafts may not be as clear or complete as you would like.

Preliminary Curriculum Plans are submitted no later than six months after enrollment. This plan indicates the general direction of your academic work, and includes as much specific information as possible. Your Monitor will review this plan and send you comments on it for use in further planning. The College considers your Preliminary plan a "work in progress," not a static, unchangeable document. The plan will probably change as you gather information and clarify your goals.

Final Curriculum Plans are submitted no later than 1 year prior to graduation (by the end of the second quarter, for Master's degree candidates). A curriculum plan is "Final" when it can be described in detail, and when no further major changes are anticipated. The Academic Council reviews each student's Final Curriculum, and Council approval means that you will be eligible for the degree you seek when the plan has been completed and your learning goals met.

Final Curriculum Revisions describe changes in your plan made after the Council has approved it. These changes also require Academic Council approval.

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### WRITING A CURRICULUM PLAN

Curriculum plans have three major sections. The College recommends that you write the following sections in the order given. Please begin each section with the corresponding number and underlined phrase listed below.

1. "Where I Am Now." This section summarizes your past and present learning. Please describe what you can do (skills, accomplishments) and what you like to do (interests). Describe yourself as a learner: strengths, weaknesses, preferred ways of learning.

2. "My CFC Learning Goals." This section explains what you expect to accomplish while enrolled. Describe yourself as you hope to be at the end of your studies: What kinds of personal changes do you want to make: What work do you want to prepare yourself to do? What kinds of information, insights, understandings, or competencies do you want to have? Discuss your goals in detail, so CFC will understand the kinds of learning you will need to do in order to reach them.

3. "My Plan for Reaching My Goals." This is the main section of the curriculum. Here, you describe how you expect to move from where you are now (Section 1) to where you want to be at graduation (Section 2). Please include the following:

a) Learning Activities: the classes, tutorials, apprenticeships, readings, on-the-job learning, and other activities you plan to undertake.

b) Learning Resources: the libraries, laboratories, equipment, training programs, teachers, tutors, job supervisors you will need contact with, and their approximate cost.

c) Learning Projects: if this is your Final Curriculum include the titles and a brief description of each learning project, and a chart showing their approximate beginning and ending dates.





that will be of benefit to MCC, particularly at their Seminary (Samaritan) at Los Angeles. I enjoy writing, scholarship, and speaking to groups either as teacher or as preacher. I am a good teacher, a good lecturer (funny!) and enjoy working with students.

I prefer learning my own way, which is usually by teaching. I have discovered that I learn more by preparing papers, lectures, etc. for the use of others and that it is through this method that I find the discipline to gather information, synthesize it, and produce a body of work. I enjoy reading and find real pleasure in scholarship. I do not enjoy taking tests, although I seem to test well. I enjoy being assigned topics to research -- often taking on things that I did not realize I would be interested in and doing well, particularly if I hit them from an unexpected angle. For example, I once wrote a paper for American English on the Old Testament symbolism in Billy Budd. Most Biblical symbolism papers are written about the New Testament symbolism in Melville's short novel.

2. "My CFC Learning Goals." I expect my program to fit me for the Christian ministry in Metropolitan Community Church. I hope that I will have learned a good bit about social ethics, church history, and some things about the New Testament world in order to be able to teach undergraduate students at our seminary in California. I would also hope to be a decent counselor for gay undergraduates, both in and out of our seminary, helping them to prepare themselves for the ministry. As one of the few older ministers in MCC, I can see some value in my perspective on gay life for our younger ministers and seminarians. I would hope that I would be less impatient learning through CFC than through a standard seminary. I would like to be able to work at my own speed so that I can test my own theories about learning for the benefit of the people I will be working with. I would like to be able to complete my ministerial studies with greater insight into the "hidden agenda's" of the Christian church, so that social ethics (Christian ethics) will have more meaning for the gay community. At this point in time, Christian ethics very often merely means saying "no" to gay people: "No, you may not be yourself," "No, you may not make meaningful relationships and have them validated by society," and "No, you may not work toward your own dignity as a human being." I would like to encompass Christianity and Gay Liberation in the field of social ethics, along with some real study on the problem of death and dying (which in the gay world often means separation from the loved one prior to death because that person is not the next of kin), sexuality and ethics, and ethical relationships outside of marriage. I would also like to work in the field of "Liberation Theology" as defined by Rosemary Radford Ruether -- where she describes Black theology, Third World theology, and feminist theology as part of the same liberation movement within Christianity.

3. "My Plan for Reaching My Goals."

a. Learning Activities: I will need to take some classes, possibly via Harvard Extension in Greek, ancient history, counseling, etc. I am currently acting as Assistant Pastor of a church, which is the best possible apprenticeship I can undertake. I would like a tutorial program in social ethics. I expect to continue my reading, writing, etc. in feminist theology. I will be teaching a number of courses at the church for their student ministers: Old Testament, New Testament, Introduction to Doctrine, Polity. I will need some supervised work as a counselor -- either through the Homosexual Community Health Service or the church. This might also be arranged through one of the women's centers. Most of the courses in practice will be learned by on-the-job training, as will homiletics.





b. Learning Resources: If I am enrolled at Harvard for one or two classes through the Extension Division I will have the Harvard library available. The church itself will act as a laboratory. I will not need too much equipment -- a library and a Bible will do for starts. I have access to a typewriter at work and can work in my office both before and after regular working hours (and do).

I will need access to teachers and tutors -- particularly social ethicists. I have access to a supervisor, my pastor, for practices and other on-the-job-training. The PA, if a social ethicist, would be the most practical way of getting the supervision I need. Reading lists, bibliographies, etc. would be valuable. Suggestions for papers and research areas would be helpful. I have no idea what these things will cost.

c. Learning Projects: By July 1979, I expect to complete a major paper "The Word Made Flesh" which will deal with inclusive language and theology, with some of the bases being theology, linguistics, feminism, history and anthropology. This is already underway. I would hope that this would be acceptable as a Master's thesis. I expect it to be book length. The outline is appended hereto.

I would like to bring out a second edition of Desexing Your Local Hymnal, which would include at least 3-4 more traditions. It now is based on Fundamentalist-Evangelical and Methodist Hymnals. I would like to include Episcopal, Presbyterian, UCC (The Pilgrim Hymnal), and the Lutheran Hymnals. I am also engaged in helping to prepare a degendered hymnal for MCC, and the combination of the two would make the problem of inclusive language moot, at least in MCC churches. This might also be of value to other churches. (This takes a great deal of work and should be worth some kind of credit.)

I have no other plans immediately for learning projects. I would expect to write something dealing with the Biblical materials generally used to exclude homosexuals from Christianity, and possibly something dealing with homophobia -- but these are actually not major interests.

I would like to work on the supervision of students for the ministry, particularly either older adults or students who are ill-prepared for ministry by lack of education, faulty preparation, etc. I am already engaged in writing such material, and would like to complete that.

I would like to write some independent learning courses which our seminary can administer by mail -- mainly because our people are so separated by space and by sexual orientation from many seminaries. Some of these would be in women's studies, some in Church history, others in Christian education.

I would like to write some materials for the children of gay parents, particularly from an inclusive theology viewpoint (God not as male deity, Jesus not as Son, etc.)

I am not familiar enough with the formal study of social ethics, except via Black Theology to be able to define learning projects beyond this. I would, of course, expect to read a good deal more in Black Theology, ie Cone, etc. to be able to use them as analogies.





## INSTRUCTIONS

The Quarterly Report is a summary of feelings, attitudes, and impressions from a student-advisor team. The purpose of this form is to share information with people responsible for supporting CFC students and Program Advisors. These people can be more helpful if they know the issues and problems you are facing, the kinds of help you need, and the planning and direction that is emerging in your academic program.

Quarterly Reports are an assessment of you and your advisor's work together, and of the overall progress you are making as a team. They may be personal in nature, and often contain information which might not appear on Project Descriptions and Evaluations, or Curriculum Plans.

We ask students and Program Advisors to respond to each item listed below. You may write separate reports, or a joint report. Please feel free to state areas of disagreement and frustration, and tell us what CFC can do to be more supportive of your learning.

-----

### WRITING A QUARTERLY REPORT

Fill out the upper right-hand corner first. Use the remaining space on the form, and additional paper as necessary, to respond to the following items in the order given. Please number each item.

- 1) Assess CFC's ability to provide the services you need as a learner.
- 2) Describe problems you have encountered as a campus-free learner, and how you are dealing with these.
- 3) Describe your student-advisor relationship, including its strengths and weaknesses, and any plans you have for changing/improving it.
- 4) Comment on your strengths and weaknesses as a campus-free learner: academic skills, study habits, improvements in self-direction, frustrations with your work, discoveries/new insights, successes, and plans you have for changing or improving your role as a student.

Note: Please comment specifically on your writing ability. Describe any courses or tutorials you plan to take to improve your writing skills. If you want information on writing resources or self-directed instruction in writing, request it from the CFC office.

- 5) Note any change in your academic interests, plans, or goals which may have occurred since your last Quarterly Report.
- 6) Describe briefly the status of each learning project now in progress.
- 7) Summarize your overall progress toward your learning goals.

PLEASE NOTE: Quarterly Reports are to be submitted within two weeks after the end of each quarter, so the CFC staff will have up-to-date information on your program and progress.



# Campus-Free College Quarterly Report

Please read instructions on reverse side.  
Please write your Quarterly Report in this  
space. Use additional paper as necessary.

---

Name \_\_\_\_\_

Program Advisor \_\_\_\_\_

Date Submitted \_\_\_\_\_

For Quarter Ending  
the last day of \_\_\_\_\_ 19 \_\_\_\_\_

---

For Staff Use:

Program Advisor Affairs review \_\_\_\_\_

Sent to Monitor \_\_\_\_\_

Academic Affairs review \_\_\_\_\_

Comments/Suggestions:

---

Student's Signature

---

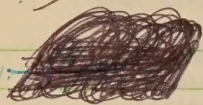
Program Advisor's Signature







Greek



Campus Free College

2. Judith Deutsch  
Sudbury  
41 Concord Rd

443-8609

Ph.D. in Soc. Eth.

Master Hunter - Philo + Pol. Sci.

TV tapes - Jim Adams

Aug 21 Ch. 5 -

✓ Call her - or write note -  
Suggested by James Luther Adams

1. Working to help Hays

2.

Info. about MCC -  
CFC -

Background preparation







DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
BUREAU OF POSTSECONDARY EDUCATION  
WASHINGTON, D.C. 20202

August 23, 1976

Mr. Mark Cheren  
Administrative Coordinator  
Campus-Free College  
1028 Connecticut Avenue, N.W.  
Suite 514A  
Washington, D. C. 20036

Re: CAMPUS-FREE COLLEGE  
WASHINGTON, D. C.  
EIN 04-2490090

Dear Mr. Cheren:

This letter certifies that the institution cited above meets the definition of an eligible institution for, and it may apply for participation in, the following Federal programs of aid to education:

Higher Education Act of 1965 (as amended)

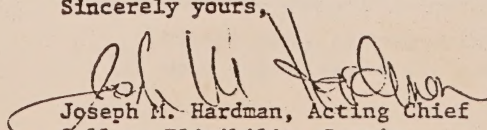
Title IV - Student Assistance

- A. Grants - (1) Basic Educational Opportunity Grants;  
(2) Supplemental Educational Opportunity Grants;  
(4) Special Programs for Disadvantaged Students -  
Talent Search, Upward Bound, Special Student  
Services;
- B. Guaranteed Student Loan Program (Elig. Date: June 1976)  
(For details, write the Assistant Regional  
Commissioner)
- C. College Work-Study Programs
- E. National Direct Student Loan Program  
[Except for A(4) and B above, eligibility for aid is  
limited to school programs that admit as regular  
students only high school graduates or equivalent]

Listing in the Education Directory: Colleges and Universities.

For further requirements and details, please consult your nearest Assistant Regional Commissioner for Postsecondary Education.

Sincerely yours,

  
Joseph M. Hardman, Acting Chief  
College Eligibility Section  
Institutional Eligibility Branch  
Division of Eligibility and  
Agency Evaluation





### FEE SCHEDULE

ENROLLMENT FEE . . . . . \$ 35

Payable at the time of Enrollment.

Please attach to this form.

### QUARTERLY FEES

Credit students, full time

\$400 for the first quarter

\$375 for other quarters

Credit students, half time

\$300 for the first quarter

\$260 for other quarters

Non-credit students, full time

\$300 for the first quarter

\$200 for other quarters

Non-credit students, half time

\$200 for the first quarter

\$125 for other quarters

TO BE COMPLETED BY LEARNER: Please provide the following statistical data required by the U.S. Office of Education.

1. Race White

2. Sex Female

3. Age 48

4. Marital Status Divorced

5. Number of children Three

6. Level of Enrollment in CFC:

       first year

       second year

       third year

       fourth year

  X   master's

### TO BE COMPLETED BY PROGRAM ADVISOR

1. This learner has completed an academic program in a secondary school and thus comes under CFC's regular admission policy. I have verified the following information about his/her secondary education:

Name of School \_\_\_\_\_

Town and State \_\_\_\_\_

Year of Graduation \_\_\_\_\_

Check if diploma was awarded \_\_\_\_\_

☐ I request that CFC verify this information.

2. This learner has not completed an academic program in a secondary school. However, I believe he/she has an equivalent education and the ability to undertake a collegiate program in Campus-Free College. Thus I am waiving the regular admission requirement for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. This learner has attended the following postsecondary institutions prior to enrolling in Campus-Free College:

Tulane University -New Orleans, La.

\_\_\_\_\_  
\_\_\_\_\_

☒ Please check if transcripts have been requested for CFC's use.

Please send to: Campus-Free College, 1239 G Street, N.W., Washington, D.C. 20005



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